DOCUMENT RESUME

ED 473 681 JC 030 124

TITLE	Critical Success Factors for the North Carolina Community College System, 2002. Thirteenth Annual Report.
INSTITUTION	North Carolina Community Coll. System, Raleigh.
PUB DATE	2002-07-00
NOTE	90p.; Prepared by the Planning & Research Section. For the 2001 Success Factors (Twelfth Annual Report), see ED 457 891.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC04 Plus Postage.
DESCRIPTORS	Academic Achievement; *Accountability; *Community Colleges; *Educational Objectives; *Institutional Evaluation; Organizational Effectiveness; *Outcomes of Education; Program Effectiveness; *School Effectiveness; Two Year Colleges
IDENTIFIERS	*North Carolina

ABSTRACT

This document, the thirteenth annual report of the North Carolina Community College System, details the critical success factors of students in the state's community colleges. The report is the result of a process undertaken to streamline and simplify accountability reporting by the Community College System. The purpose of the report is two-fold. First, this document is the means by which the Community College System reports on performance measures, referred to as core indicators of success, for the purposes of accountability and performance funding. Second, the report serves as an evaluation instrument for the System's strategic plan. The core indicators of success consist of 12 performance measures, grouped in 5 categories, for accountability: (1) Core Indicators of Student Success; (2) Workforce Development; (3) Diverse Population Learning Needs; (4) Resources; and (5) Technology. The report indicates that the purpose of factors two through five of the Critical Success Factors Report is to monitor the progress of the System in achieving the objectives in the strategic plan and to report the achievements. The report also details the System's strategic plan, which focuses the efforts of the System on a set of strategic initiatives. A matrix illustrates the factors and measures contained in the Critical Success Factors Report. (ND)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 473 681

2002 CRITICAL SUCCESS FACTORS

FOR THE

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Thirteenth Annual Report

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

H. Lancaster

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

North Carolina Community College System
Planning & Research Section

July 2002

JC030124

BEST COPY AVAILABLE

2002 CRITICAL SUCCESS FACTORS

FOR THE

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Thirteenth Annual Report

July 2002

Published by

North Carolina Community College System

Planning & Research

Keith Brown
Associate Vice President

***Terry Shelwood*, Associate Director**
Institutional Assessment

***Dr. Larry Gracie*, Associate Director**
Institutional Effectiveness

Dr. So-Young Yim
Coordinator, Research Projects

Brenda Splawn
Research Technician

Vivian Barrett
Office Assistant

NC Community College System • Caswell Building • 200 W. Jones Street • Raleigh, NC 27603-1379
Telephone: 919/733-7051 • Fax: 919/733-0680

CONTENTS

INTRODUCTION 1

Core Indicators of Success 1

System Strategic Plan 1

CRITICAL SUCCESS FACTORS MATRIX 3

FACTOR I: CORE INDICATORS OF STUDENT SUCCESS 5

Measure A: Progress of Basic Skills Students 6

Measure B: Passing Rates on Licensure and Certification Examinations 8

Measure C: Goal Completion for Completers 21

Measure D: Employment Status of Graduates 23

Measure E: Performance of College Transfer Students 26

Measure F: Passing Rates of Students in Developmental Courses 29

Measure G: Success Rate of Developmental Students in Subsequent College-Level Courses 31

Measure H: Satisfaction of Program Completers and Non-Completers 33

Measure I: Curriclum Student Retention and Graduation 35

Measure J: Employer Satisfaction With Graduates 37

Measure K: Client Satisfaction With Customized Training 39

Measure L: Program Unduplicated Headcount Enrollment 41

SUMMARY OF CORE INDICATORS OF SUCCESS 43

EVALUATION OF PROGRESS 47

FACTOR II: WORKFORCE DEVELOPMENT 49

Measure A: Percentage of High Demand Occupations Encompassed by Training Programs 50

Measure B: Percentage of Employers Satisfied With NCCCS Training Programs 51

Measure C: Percentage of College Tech Prep Students Enrolling in a Community College 52

Measure D: Number of Employers and Trainees Served by NEIT, FIT, Small Business Centers, and Customized Training 54

FACTOR III: DIVERSE POPULATIONS LEARNING NEEDS 57

Measure A: Number and Percentage of Dropouts Annually Served by Basic Skills Programs 58

Measure B: Number of GEDs and AHSDs Awarded Compared to the Number of Dropouts Statewide 60

Measure C: Percentage of Basic Skills Students and Recent High School Graduates Enrolling in a Community College 62

Measure D: Unduplicated Headcount in English as a Second Language 63

Measure E: Number of Under-Represented Students Enrolled Per Category 65

Measure F: Percentage of Students Receiving Financial Aid and Amount of Aid Compared With Cost of Attendance 66

Measure G: Percentage of the Adult Population in Service Area Enrolled 68

FACTOR IV: RESOURCES 71

Measure A: Percentage of College Libraries Meeting the ALA Standards 72

Measure B: Total Dollar Amount of Budget Transfers Between Program Areas Made by Community Colleges 74

Measure C: Average Nine-Month Faculty Salaries as a Percentage of the SREB Average 75

Measure D: Retention Rate for Full-Time Faculty With Less than Five Years of Experience 77

Measure E: Number of Faculty and Staff Participating in Professional Development Activities 78

Measure F: Percentage of Facilities Meeting the "Satisfactory" Building Condition 80

Measure G: Ratio of Occupational Extension FTE Dollar Allotment to Curriculum FTE Dollar Allotment 81

FACTOR V: TECHNOLOGY 83

Measure A: Number of Colleges Participating in the NC Virtual Learning Community 84

Measure B: Number of Colleges Connected to the North Carolina Information Highway 85

Measure C: Number of Colleges Possessing the FCC License for Wireless Cable Systems 86

Measure D: Number of Courses and Programs Offered Via Telecourse, Wireless Cable, the Internet, Two-Way Video, etc. 87

Measure E: Number of Courses Offered Through the NC Virtual Learning Community 88

Measure F: Enrollment in Courses Offered Through the NC Virtual Learning Community 89

CRITICAL SUCCESS FACTORS FOR THE

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Thirteenth Annual Report

INTRODUCTION

First mandated by the North Carolina General Assembly in 1989 (S.L. 1989; C. 752; S. 80), the Critical Success Factors Report has evolved into the major accountability document for the North Carolina Community College System. This thirteenth annual report on the critical success factors is the result of a process undertaken to streamline and simplify accountability reporting by the community college system. The purpose of this report is twofold. First, this document is the means by which the community college system reports on performance measures, referred to as core indicators of success, for purposes of accountability and performance funding. Second, this document serves as an evaluation instrument for the System strategic plan.

Core Indicators of Success

In February 1999, the North Carolina State Board of Community Colleges adopted 12 performance measures for accountability. This action was taken in response to a mandate from the North Carolina General Assembly to review past performance measures and define standards of performance to ensure programs and services offered by community colleges in North Carolina were of sufficient quality. In addition, the General Assembly authorized the North Carolina Community College System to implement performance funding based on a subset of those 12 measures.

The 12 performance measures comprise the first of five factors reported in the Critical Success Factors Report. This factor is labeled "Core Indicators of Success," for it captures the essential elements of the mission of all community colleges in North Carolina. The measures focus primarily on student success and serve as the System's major public accountability tool.

System Strategic Plan

Under the leadership of President H. Martin Lancaster, the North Carolina Community College System embarked on a strategic planning process in January 1998. The purpose of the process was to develop a strategic plan that would focus the efforts of the system on a set

of strategic initiatives. The strategic plan is the vehicle that sets the strategic direction for the System and guides the development of the biennial budget requests.

The purpose of factors two through five of the Critical Success Factors Report is to monitor the progress of the system in achieving the objectives in the strategic plan and to report these achievements. The measures that comprise these factors are the evaluation of the strategic plan objectives. Unlike the measures comprising factor one, the measures included in factors two through five will change more frequently as new strategic plan objectives are developed. In addition, the measures in factors two through five are meant to be System measures, rather than individual college measures. When available, individual college data will be presented, but the intended focus of these measures is the success of the System in achieving some predefined level of achievement.

A matrix showing the factors and measures contained in the Critical Success Factors Report can be found on page 3.

Critical Success Factors and Measures, 2001-2002

Factor I: Core Indicators of Student Success	A. Progress of basic skills students	B. Passing rates on licensure & certification exams	C. Goal completion for program completers	D. Employment status of graduates	E. Performance of college transfer students	F. Developmental course passing rates	G. Success of developmental students in college-level courses	H. Student satisfaction	I. Curriculum student retention and graduation	J. Employer satisfaction with graduates	K. Client satisfacton with customized training	L. Program unduplicated headcount enrollment
Factor II: Workforce Development	A. Percentage of high demand occupations encompassed by training progrms	B. Percentage of employers satisfied with NCCCS training programs	C. Percentage of Tech Prep students enrolling in a community college	D. Number of employers & trainees served by: NEIT, FIT, Small Business Centers, customized training								
Factor III: Diverse Populations Learning Needs	A. Number and percentage of dropouts annually served by basic skills programs	B. Number of GEDS and AHSDs awarded compared to the number of dropouts statewide	C. Percentage of basic skills students and recent high school graduates enrolling in a community college	D. Unduplicated headcount in English as a Second Language (ESL)	E. Number of under-represented students enrolled per category	F. Percentage of students receiving financial aid and amount of aid compared with cost of attendance	G. Percentage of population in service area enrolled					
Factor IV: Resources	A. Percentage of college libraries meeting ALA standards	B. Total dollar amount of budget transfers between program areas made by community colleges	C. Average faculty salaries as a percentage of the SREB average	D. Retention rate for full-time faculty with less than five years of experience	E. Number of faculty and staff participting in professional development activities	F. Percentage of facilities meeting satisfactory building condition	G. Ratio of occupational extension FTE dollar allotment to curriculum FTE dollar allotment					
Factor V: Technology	A. Number of colleges participating in the NC virtual learning community	B. Number of colleges connected to the North Carolina Information Highway	C. Number of colleges possessing the FCC license for wireless cable systems	D. Number of courses and programs offered via telecourse, wireless cable, the Internet, two-way video, etc.	E. Number of courses offered through the NC virtual learning community	F. Enrollment in courses offered through the NC virtual learning community						

CRITICAL SUCCESS FACTOR I: CORE INDICATORS OF STUDENT SUCCESS

Beginning in 1993, the State Board of Community Colleges began monitoring performance data on specific measures identified in the Critical Success Factors Report and in the Annual Program Review report. Standards of performance were established for measures that were identified as being critical to ensure public accountability for programs and services.

In 1998, the North Carolina General Assembly directed the State Board of Community Colleges to undertake a review of all performance measures and standards with the intent of ensuring stronger public accountability. Concurrently, the General Assembly directed the State Board of Community Colleges to develop a plan for the implementation of performance funding.

As a result of efforts undertaken by the community college system, a set of 12 performance measures of accountability was adopted in February 1999. Recognizing the importance of these measures in the System's public accountability efforts, the Planning Council decided to designate the 12 measures as the System's core indicators of student success and include them as the first factor of the Critical Success Factors report.

System summary data on each measure are presented in the report along with individual college performance data. A table is presented at the end of this section that summarizes, by measure, whether or not colleges met the performance standard. Any college not meeting a standard is required to submit to the State Board of Community Colleges an action plan for improving performance.

The Core Indicators of Student Success are:

A. Progress of Basic Skills Students

B. Passing Rates on Licensure and Certification Examinations

C. Goal Completion for Completers

D. Employment Status of Graduates

E. Performance of College Transfer Students

F. Passing Rates of Students in Developmental Courses

G. Success Rate of Developmental Students in Subsequent College-Level Courses

H. Student Satisfaction of Program Completers and Non-Completers

I. Curriculum Student Retention and Graduation

J. Employer Satisfaction With Graduates

K. Client Satisfaction With Customized Training

L. Program Unduplicated Headcount Enrollment

CORE INDICATORS OF SUCCESS MEASURE A: ***Progress of Basic Skills Students***

Description/Definition Basic skills students include all adult literacy students. Progress of basic skills students is a composite measure that includes the percent of students progressing within a level of literacy, the percent of students completing a level entered or a predetermined goal, and the percent of students completing the level entered and advancing to a higher level.

For some colleges, a significant number of basic skills classes are conducted in prisons. Since inmates are transferred out of educational programs by the prisons for a variety of reasons, the final composite measure is adjusted by excluding those inmates who are transferred out of the program prior to meeting any of the three criteria stated above.

Methodology and Data Source The data on basic skills students are collected by the college providing the instruction and entered into the Literacy Education Information System (LEIS). Data on the progression of basic skills students are submitted to the North Carolina Community College System Office annually. The data are compiled by the system office IS section, and the composite measure and adjustment for each college are calculated.

Performance Standard The standard for the progress of basic skills students is 75 percent for the adjusted composite measure. This measure is a required performance funding measure.

Results For the year 2000-01, 47 of the 58 community colleges met the required standard. The average composite measure for the System was 78 percent. The range in the adjusted composite measure was from a low of 64 percent to a high of 94 percent, with the largest range occurring within the category of "progressing same level." Four (4) colleges that did not meet the standard last year showed a significant improvement in their performance this year even though they did not meet the standard.

SYSTEM SUMMARY OF PERCENTAGES IN PROGRESS OF BASIC SKILLS STUDENTS

YEAR	EXIT, NON-COMPLETER	PROGRESSING SAME LEVEL	COMPLETED LEVEL OR GOAL	ADVANCED NEXT LEVEL	COMPOSITE MEASURE	ADJUSTED COMPOSITE MEASURE
1997-98	24%	30%	35%	11%	NA	NA
1998-99	24%	26%	37%	13%	76%	78%
1999-00	21%	23%	43%	13%	79%	79%
2000-01	22%	50%	11%	17%	78%	NA

PROGRESS OF BASIC SKILLS STUDENTS, 2000-2001

COLLEGE	TOTAL FTE	TOTAL SERVED IN LITERACY	COMPLETED A LEVEL	PROGRESSING SAME LEVEL	EXIT NON-COMPLETERS	MOVED TO A HIGHER LEVEL	COMPOSITE PROGRESS MEASURE
Alamance CC	2,613	3,197	15%	71%	7%	7%	93%
Asheville-Buncombe TCC	4,529	4,417	8%	48%	25%	19%	75%
Beaufort County CC	1,662	1,361	7%	53%	24%	17%	76%
Bladen CC	1,008	970	6%	65%	9%	21%	91%
Blue Ridge CC	2,020	1,291	15%	37%	14%	34%	86%
Brunswick CC	1,106	848	12%	44%	27%	17%	73%
Caldwell CC & TI	3,101	3,015	15%	49%	21%	15%	79%
Cape Fear CC	4,952	2,705	14%	41%	25%	20%	75%
Carteret CC	1,513	884	17%	46%	18%	19%	82%
Catawba Valley CC	3,393	4,118	10%	59%	22%	10%	78%
Central Carolina CC	4,442	5,182	13%	47%	27%	12%	73%
Central Piedmont CC	10,950	11,277	14%	47%	24%	16%	76%
Cleveland CC	1,895	800	17%	64%	8%	11%	92%
Coastal Carolina CC	3,992	5,835	16%	53%	17%	14%	83%
College of The Albemarle	2,015	2,714	19%	55%	18%	8%	82%
Craven CC	2,206	1,414	11%	61%	14%	14%	86%
Davidson County CC	2,600	3,088	9%	43%	14%	34%	86%
Durham TCC	3,544	4,391	9%	40%	34%	16%	66%
Edgecombe CC	1,893	2,283	12%	60%	19%	9%	81%
Fayetteville TCC	8,248	6,507	6%	60%	20%	14%	80%
Forsyth TCC	5,152	5,897	8%	48%	20%	25%	80%
Gaston College	3,623	4,007	13%	35%	35%	17%	65%
Guilford TCC	6,996	8,424	9%	58%	27%	7%	73%
Halifax CC	1,430	1,457	7%	53%	9%	32%	91%
Haywood CC	1,549	1,134	4%	54%	16%	26%	84%
Isothermal CC	1,962	1,737	8%	57%	19%	16%	81%
James Sprunt CC	1,244	910	10%	50%	7%	32%	93%
Johnston CC	2,992	1,987	10%	56%	32%	2%	68%
Lenoir CC	2,474	2,476	11%	53%	23%	13%	77%
Martin CC	923	1,059	11%	66%	9%	15%	91%
Mayland CC	1,211	1,191	21%	30%	18%	30%	82%
McDowell TCC	1,158	954	10%	47%	22%	20%	78%
Mitchell CC	1,870	1,219	14%	38%	11%	37%	89%
Montgomery CC	662	665	5%	54%	33%	8%	67%
Nash CC	2,066	1,889	12%	58%	20%	10%	80%
Pamlico CC	416	379	7%	49%	22%	22%	78%
Piedmont CC	1,770	2,120	7%	59%	19%	14%	81%
Pitt CC	4,463	2,700	10%	58%	25%	7%	75%
Randolph CC	2,042	2,098	3%	73%	7%	17%	93%
Richmond CC	1,830	3,372	7%	47%	17%	29%	83%
Roanoke-Chowan CC	942	761	12%	49%	22%	17%	78%
Robeson CC	2,794	2,041	14%	46%	22%	18%	78%
Rockingham CC	1,904	1,668	10%	49%	23%	18%	77%
Rowan-Cabarrus CC	3,742	3,356	14%	38%	36%	12%	64%
Sampson CC	1,426	1,196	9%	38%	30%	23%	70%
Sandhills CC	3,195	2,238	8%	53%	21%	18%	79%
South Piedmont CC	1,652	2,482	18%	29%	24%	29%	76%
Southeastern CC	2,242	1,519	10%	49%	24%	17%	76%
Southwestern CC	1,977	1,617	11%	45%	21%	23%	79%
Stanly CC	1,516	1,434	22%	47%	25%	7%	75%
Surry CC	2,903	2,206	12%	41%	27%	21%	73%
Tri-County CC	1,104	489	15%	46%	7%	32%	93%
Vance-Granville CC	3,630	3,848	15%	38%	25%	21%	75%
Wake TCC	8,550	9,434	8%	45%	31%	16%	69%
Wayne CC	3,149	3,308	20%	45%	6%	29%	94%
Western Piedmont CC	2,380	3,460	11%	52%	18%	19%	82%
Wilkes CC	2,370	2,158	9%	60%	18%	13%	82%
Wilson TCC	1,757	1,884	8%	43%	34%	15%	66%
System Totals	160,747	157,071	11%	50%	22%	17%	78%

Description/Definition The percentage of first-time test takers from community colleges passing an examination required for North Carolina licensure or certification prior to practicing the profession. A licensure requirement for an occupation is one that is required by state statute for an individual to work in that occupation. Certification is generally voluntary but may be required by employers or an outside accrediting agency. Purely voluntary examinations are not reported.

Methodology and Data Source Data are collected by the Planning and Research Section of the North Carolina Community College System Office from the agencies issuing the license or certification. Examination data are reported only for those licensure/certification exams for which data are available from the licensure/certification agencies; data are not collected from the colleges on this measure. The data for most examinations are reported on an academic year; however, the data on nursing, emergency medical technician and insurance are reported on the calendar year.

Passing rates, if not provided, are calculated by dividing the number of persons who successfully pass an examination the first time they take the exam by the number of persons who sit for the exam for the first time. An aggregate institutional passing rate is calculated by dividing the total number of first-time test takers for all reported examinations by the total number of persons who sit for the exam for the first time. For privacy and statistical validity, no examination data are reported when the number of first-time test takers is fewer than 10 persons.

Performance Standard There are two standards that must be met for this measure. First, the performance standard for the aggregate institutional passing rate is 80 percent. Second, the minimum accepted performance on any single reported examination is 70 percent. This measure is required for performance funding.

Results In 2000-2001, 45 community colleges met or exceeded the aggregate institutional passing rate of 80 percent, and 26 community colleges met the minimum accepted performance level of 70 percent on all reported licensure examinations. Twenty-six (26) community colleges met both standards and thus met the overall requirement for the measure "passing rates on licensure and certification examinations." Five (5) colleges that did not meet the standard this year demonstrated significant improvement over last year's reported performance.

*Data were not available for Insurance and Real Estate.

PERCENTAGE OF COMMUNITY COLLEGE STUDENTS PASSING LICENSING AND CERTIFICATION EXAMINATIONS (FIRST-TIME TEST TAKERS ONLY)

FIELD	NUMBER OF STUDENTS TAKING EXAM	% PASSING EXAM
Aviation Maintenance		
General	46	96
Airframe 1	41	93
Power Plant	42	100
Basic Law Enforcement Trng.	1,374	81
Cosmetic Arts		
Apprentice	394	92
Cosmetology	381	77
Cosmetology Teacher	6	100
Manicurist	275	87
Esthetics	91	79
Dental Hygiene	170	98
Emergency Medical Technician (EMT)		
EMT	2,493	80
EMT-D	918	94
EMT-I	679	74
EMT-P	378	90
EMD	55	91
Insurance		
Life and Health	Data not available	
Property and Liability	Data not available	
Medicaid/Medicare Supp.	Data not available	
Nursing		
RN	1,386	87
PN	708	93
Opticianry	4	50
Physical Therapist Assistant	107	82
Radiologic Technology		
Nuclear Medicine Technology	8	100
Radiation Therapy Technology	8	75
Radiography	218	95
Real Estate		
Broker	Data not available	
Sales	Data not available	
Veterinary Medical Technology	49	86

AGGREGATE INSTITUTIONAL PASSING RATE AND NUMBER OF EXAMS WITH A PASSING RATE < 70%

COLLEGE	TOTAL FTE	TOTAL NUMBER OF TEST TAKERS	TOTAL NUMBER PASSING	AGGREGATE INSTITUTIONAL PASSING RATE	NUMBER OF EXAMS WITH A PASSING RATE < 70%
Alamance CC	2,613	166	140	84%	1
Asheville-Buncombe TCC	4,529	280	272	97%	1
Beaufort County CC	1,662	93	67	72%	1
Bladen CC	1,008	61	52	85%	0
Blue Ridge CC	2,020	179	154	86%	0
Brunswick CC	1,106	131	93	71%	3
Caldwell CC & TI	3,101	206	183	89%	0
Cape Fear CC	4,952	268	245	91%	0
Carteret CC	1,513	120	105	88%	2
Catawba Valley CC	3,393	150	134	89%	0
Central Carolina CC	4,442	303	235	78%	4
Central Piedmont CC	10,950	366	342	93%	0
Cleveland CC	1,895	123	106	86%	1
Coastal Carolina CC	3,992	214	196	92%	0
College of The Albemarle	2,015	209	188	90%	0
Craven CC	2,206	177	153	86%	0
Davidson County CC	2,600	266	214	81%	2
Durham TCC	3,544	228	188	83%	0
Edgecombe CC	1,893	53	38	72%	1
Fayetteville TCC	8,248	246	226	92%	0
Forsyth TCC	5,152	302	276	91%	0
Gaston College	3,623	280	245	88%	0
Guilford TCC	6,996	525	475	91%	1
Halifax CC	1,430	47	36	77%	1
Haywood CC	1,549	112	91	81%	2
Isothermal CC	1,962	121	90	74%	1
James Sprunt CC	1,244	111	90	81%	1
Johnston CC	2,992	181	151	83%	2
Lenoir CC	2,474	186	155	83%	1
Martin CC	923	68	50	74%	2
Mayland CC	1,211	92	79	86%	0
McDowell TCC	1,158	87	66	76%	1
Mitchell CC	1,870	147	130	88%	0
Montgomery CC	662	51	40	78%	1
Nash CC	2,066	123	102	83%	1
Pamlico CC	416	17	14	82%	0
Piedmont CC	1,770	35	32	91%	0
Pitt CC	4,463	205	164	80%	1
Randolph CC	2,042	114	90	79%	1
Richmond CC	1,830	39	34	87%	0
Roanoke-Chowan CC	942	51	35	69%	1
Robeson CC	2,794	194	134	69%	2
Rockingham CC	1,904	140	114	81%	1
Rowan-Cabarrus CC	3,742	313	258	82%	2
Sampson CC	1,426	158	140	89%	0
Sandhills CC	3,195	238	224	95%	0
South Piedmont CC	1,652	125	108	86%	0
Southeastern CC	2,242	180	165	92%	0
Southwestern CC	1,977	152	126	83%	1
Stanly CC	1,516	159	128	81%	1
Surry CC	2,903	192	170	89%	0
Tri-County CC	1,104	104	87	84%	0
Vance-Granville CC	3,630	193	164	85%	1
Wake TCC	8,550	326	282	87%	1
Wayne CC	3,149	199	175	88%	0
Western Piedmont CC	2,380	129	115	89%	1
Wilkes CC	2,370	97	83	86%	0
Wilson TCC	1,757	81	59	73%	1
System Totals	160,747	9,713	8,308	86%	

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2000-2001
--AVIATION--
FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	GENERAL		AIRFRAME		POWER PLANT	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,613						
Asheville-Buncombe TCC	4,529						
Beaufort County CC	1,662						
Bladen CC	1,008						
Blue Ridge CC	2,020						
Brunswick CC	1,106						
Caldwell CC & TI	3,101						
Cape Fear CC	4,952						
Carteret CC	1,513						
Catawba Valley CC	3,393						
Central Carolina CC	4,442						
Central Piedmont CC	10,950						
Cleveland CC	1,895						
Coastal Carolina CC	3,992						
College of The Albemarle	2,015						
Craven CC	2,206						
Davidson County CC	2,600						
Durham TCC	3,544						
Edgecombe CC	1,893						
Fayetteville TCC	8,248						
Forsyth TCC	5,152						
Gaston College	3,623						
Guilford TCC	6,996	33	94	33	91	35	100
Halifax CC	1,430						
Haywood CC	1,549						
Isothermal CC	1,962						
James Sprunt CC	1,244						
Johnston CC	2,992						
Lenoir CC	2,474						
Martin CC	923						
Mayland CC	1,211						
McDowell TCC	1,158						
Mitchell CC	1,870						
Montgomery CC	662						
Nash CC	2,066						
Pamlico CC	416						
Piedmont CC	1,770						
Pitt CC	4,463						
Randolph CC	2,042						
Richmond CC	1,830						
Roanoke-Chowan CC	942						
Robeson CC	2,794						
Rockingham CC	1,904						
Rowan-Cabarrus CC	3,742						
Sampson CC	1,426						
Sandhills CC	3,195						
South Piedmont CC	1,652						
Southeastern CC	2,242						
Southwestern CC	1,977						
Stanly CC	1,516						
Surry CC	2,903						
Tri-County CC	1,104						
Vance-Granville CC	3,630						
Wake TCC	8,550						
Wayne CC	3,149	13	100	*	*	*	*
Western Piedmont CC	2,380						
Wilkes CC	2,370						
Wilson TCC	1,757						
System Totals	160,747	46	96	41	93	42	100

*Number of test takers too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2000-2001
--BASIC LAW ENFORCEMENT TRAINING--
FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	BLET	
		# TESTED	% PASSED
Alamance CC	2,613		
Asheville-Buncombe TCC	4,529	55	46
Beaufort County CC	1,662	24	38
Bladen CC	1,008	*	*
Blue Ridge CC	2,020	29	83
Brunswick CC	1,106	26	65
Caldwell CC & TI	3,101	21	76
Cape Fear CC	4,952	57	84
Carteret CC	1,513	10	60
Catawba Valley CC	3,393	21	91
Central Carolina CC	4,442	38	55
Central Piedmont CC	10,950	27	100
Cleveland CC	1,895	15	100
Coastal Carolina CC	3,992	28	86
College of The Albemarle	2,015	27	78
Craven CC	2,206	30	87
Davidson County CC	2,600	56	89
Durham TCC	3,544	16	94
Edgecombe CC	1,893		
Fayetteville TCC	8,248	44	90
Forsyth TCC	5,152	20	90
Gaston College	3,623	47	94
Guilford TCC	6,996	28	100
Halifax CC	1,430	15	60
Haywood CC	1,549		
Isothermal CC	1,962	24	71
James Sprunt CC	1,244	*	*
Johnston CC	2,992	25	52
Lenoir CC	2,474	37	87
Martin CC	923	12	83
Mayland CC	1,211	15	93
McDowell TCC	1,158	*	*
Mitchell CC	1,870	26	92
Montgomery CC	662	*	*
Nash CC	2,066	19	79
Pamlico CC	416		
Piedmont CC	1,770		
Pitt CC	4,463	44	91
Randolph CC	2,042	26	73
Richmond CC	1,830		
Roanoke-Chowan CC	942		
Robeson CC	2,794	25	84
Rockingham CC	1,904	20	95
Rowan-Cabarrus CC	3,742	37	70
Sampson CC	1,426	27	100
Sandhills CC	3,195	56	96
South Piedmont CC	1,652	32	94
Southeastern CC	2,242	*	*
Southwestern CC	1,977	20	95
Stanly CC	1,516	34	47
Surry CC	2,903	38	92
Tri-County CC	1,104		
Vance-Granville CC	3,630	36	86
Wake TCC	8,550	53	74
Wayne CC	3,149	31	81
Western Piedmont CC	2,380	26	96
Wilkes CC	2,370	17	82
Wilson TCC	1,757	27	93
System Totals	160,747	1,374	81

*Number of test takers too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2000-2001
--COSMETIC ARTS--
FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	APPRENTICE		COSMETOLOGY		COS. TEACHER		MANICURIST		ESTHETICS	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,613	34	97	*	*						
Asheville-Buncombe TCC	4,529										
Beaufort County CC	1,662	*	*	*	*			*	*		
Bladen CC	1,008	*	*								
Blue Ridge CC	2,020	21	100	*	*			13	77	10	100
Brunswick CC	1,106									*	*
Caldwell CC & TI	3,101	*	*	*	*			15	93		
Cape Fear CC	4,952	14	100	*	*			22	96		
Carteret CC	1,513	*	*	12	67			*	*		
Catawba Valley CC	3,393										
Central Carolina CC	4,442	35	97	11	64			27	56	30	77
Central Piedmont CC	10,950										
Cleveland CC	1,895	10	80	*	*						
Coastal Carolina CC	3,992			23	78	*	*	*	*		
College of The Albemarle	2,015	*	*					*	*		
Craven CC	2,206	21	81	*	*			13	100		
Davidson County CC	2,600	*	*	24	96			13	100	*	*
Durham TCC	3,544										
Edgecombe CC	1,893	*	*	15	60			*	*		
Fayetteville TCC	8,248										
Forsyth TCC	5,152										
Gaston College	3,623										
Guilford TCC	6,996	17	88	10	90			*	*	*	*
Halifax CC	1,430	*	*	*	*						
Haywood CC	1,549			13	92	*	*	19	79	*	*
Isothermal CC	1,962	*	*	*	*			*	*	*	*
James Sprunt CC	1,244	*	*	*	*			*	*	*	*
Johnston CC	2,992	35	86	*	*			10	100	13	46
Lenoir CC	2,474	11	82	11	64			22	91		
Martin CC	923			*	*						
Mayland CC	1,211	*	*	*	*			*	*		
McDowell TCC	1,158	*	*	*	*	*	*	*	*		
Mitchell CC	1,870										
Montgomery CC	662										
Nash CC	2,066	*	*	*	*			11	82		
Pamlico CC	416										
Piedmont CC	1,770	*	*	*	*						
Pitt CC	4,463			28	75						
Randolph CC	2,042										
Richmond CC	1,830										
Roanoke-Chowan CC	942			*	*						
Robeson CC	2,794	*	*	16	69			*	*		
Rockingham CC	1,904	12	100								
Rowan-Cabarrus CC	3,742	10	100	13	62			15	93		
Sampson CC	1,426	16	100	*	*	*	*	*	*		
Sandhills CC	3,195	13	92	15	87			10	100		
South Piedmont CC	1,652										
Southeastern CC	2,242	24	96	*	*			*	*	*	*
Southwestern CC	1,977			14	100						
Stanly CC	1,516	14	100	*	*			12	100	*	*
Surry CC	2,903			16	100			*	*		
Tri-County CC	1,104	*	*	10	80			*	*		
Vance-Granville CC	3,630	20	80	26	65			*	*		
Wake TCC	8,550										
Wayne CC	3,149										
Western Piedmont CC	2,380										
Wilkes CC	2,370	*	*	19	74	*	*	*	*		
Wilson TCC	1,757										
System Totals	160,747	394	92	381	77	6	100	275	87	91	79

*Number of test takers too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2000-2001
DENTAL HYGIENE--PHYSICAL THERAPIST ASSISTANT
FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	DENTAL HYGIENE		PHY. THERAPIST ASST.	
		# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,613				
Asheville-Buncombe TCC	4,529	18	100		
Beaufort County CC	1,662				
Bladen CC	1,008				
Blue Ridge CC	2,020				
Brunswick CC	1,106				
Caldwell CC & TI	3,101			*	*
Cape Fear CC	4,952	12	100		
Carteret CC	1,513				
Catawba Valley CC	3,393	15	87		
Central Carolina CC	4,442				
Central Piedmont CC	10,950	35	97	18	83
Cleveland CC	1,895				
Coastal Carolina CC	3,992	13	100		
College of The Albemarle	2,015				
Craven CC	2,206				
Davidson County CC	2,600				
Durham TCC	3,544				
Edgecombe CC	1,893				
Fayetteville TCC	8,248	19	100	*	*
Forsyth TCC	5,152				
Gaston College	3,623				
Guilford TCC	6,996	35	97	11	64
Halifax CC	1,430				
Haywood CC	1,549				
Isothermal CC	1,962				
James Sprunt CC	1,244				
Johnston CC	2,992				
Lenoir CC	2,474				
Martin CC	923			39	80
Mayland CC	1,211				
McDowell TCC	1,158				
Mitchell CC	1,870				
Montgomery CC	662				
Nash CC	2,066			11	100
Pamlico CC	416				
Piedmont CC	1,770				
Pitt CC	4,463				
Randolph CC	2,042				
Richmond CC	1,830				
Roanoke-Chowan CC	942				
Robeson CC	2,794				
Rockingham CC	1,904				
Rowan-Cabarrus CC	3,742				
Sampson CC	1,426				
Sandhills CC	3,195				
South Piedmont CC	1,652				
Southeastern CC	2,242				
Southwestern CC	1,977			*	*
Stanly CC	1,516			*	*
Surry CC	2,903				
Tri-County CC	1,104				
Vance-Granville CC	3,630				
Wake TCC	8,550				
Wayne CC	3,149	23	100		
Western Piedmont CC	2,380				
Wilkes CC	2,370				
Wilson TCC	1,757				
System Totals	160,747	170	98	107	82

* Number of test takers too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2001
--EMERGENCY MEDICAL TECHNICIAN (EMT)--
FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	EMT		EMT-D		EMT-I		EMT-P		EMD	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,613	35	69	13	100	15	73	18	78		
Asheville-Buncombe TCC	4,529	57	95	25	96	16	81	*	*	*	*
Beaufort County CC	1,662	29	76	13	77						
Bladen CC	1,008	17	71			*	*	*	*		
Blue Ridge CC	2,020	41	81	27	100	*	*				
Brunswick CC	1,106	32	66			29	52	15	100		
Caldwell CC & TI	3,101	46	89	15	93	*	*	10	80		
Cape Fear CC	4,952	36	89	36	89	26	89	14	100		
Carteret CC	1,513	28	96			15	73	18	100		
Catawba Valley CC	3,393	45	80	37	100	*	*	*	*		
Central Carolina CC	4,442	57	86	10	90	22	41				
Central Piedmont CC	10,950	101	90	130	99			14	93		
Cleveland CC	1,895	29	79			16	69	12	92		
Coastal Carolina CC	3,992	81	98			17	82	*	*		
College of The Albemarle	2,015	47	70	*	*						
Craven CC	2,206	39	80	*	*	15	87	*	*		
Davidson County CC	2,600	86	64			25	64	*	*		
Durham TCC	3,544	146	81								
Edgecombe CC	1,893	*	*					*	*		
Fayetteville TCC	8,248	36	94	32	94	20	90	*	*		
Forsyth TCC	5,152	95	89	76	93	*	*				
Gaston College	3,623	70	73	73	97	*	*	16	75		
Guilford TCC	6,996	189	86	80	95	11	73	*	*		
Halifax CC	1,430	19	84					*	*		
Haywood CC	1,549	16	69			19	58	*	*	14	93
Isothermal CC	1,962	39	56	*	*	*	*	*	*		
James Sprunt CC	1,244	24	63			*	*	*	*		
Johnston CC	2,992	*	*	25	92	12	83	*	*		
Lenoir CC	2,474	39	85			25	76	13	85		
Martin CC	923	19	47	21	91	*	*				
Mayland CC	1,211	21	81			*	*				
McDowell TCC	1,158	24	83			17	35				
Mitchell CC	1,870	64	84			*	*	13	100		
Montgomery CC	662	17	59			*	*	*	*		
Nash CC	2,066	37	68	12	92	*	*	15	100		
Pamlico CC	416	*	*	*	*						
Piedmont CC	1,770	*	*					*	*		
Pitt CC	4,463	25	76			17	77				
Randolph CC	2,042	35	74	*	*	14	57	*	*		
Richmond CC	1,830	*	*								
Roanoke-Chowan CC	942	10	60	*	*						
Robeson CC	2,794	41	76	24	92	14	93	*	*		
Rockingham CC	1,904	31	74	15	100	*	*	23	61		
Rowan-Cabarrus CC	3,742	109	80	20	100	22	68	24	100		
Sampson CC	1,426			11	82	40	75			*	*
Sandhills CC	3,195	31	84	23	96	10	100	16	94		
South Piedmont CC	1,652	44	91	22	77	17	77	*	*		
Southeastern CC	2,242	31	90	50	94	12	100	*	*		
Southwestern CC	1,977	58	66			14	86	*	*		
Stanly CC	1,516	22	82	*	*	13	69				
Surry CC	2,903	54	76	*	*	10	100				
Tri-County CC	1,104	34	77			19	84	12	100	*	*
Vance-Granville CC	3,630	24	83			15	93	14	100		
Wake TCC	8,550	102	91	42	95	52	67	12	92		
Wayne CC	3,149	61	74	15	93	*	*				
Western Piedmont CC	2,380	19	79	11	100	10	60			25	96
Wilkes CC	2,370	17	100			*	*	*	*		
Wilson TCC	1,757	42	64			*	*	*	*		
System Totals	160,747	2,493	80	918	94	679	74	378	90	55	91

*Number too small to report without violating students' privacy.

Insurance licensing/certification examination data are not available for 2001.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2001
--NURSING--
FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	PRACTICAL NURSING		REGISTERED NURSING	
		# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,613	27	89	21	90
Asheville-Buncombe TCC	4,529	30	97	58	91
Beaufort County CC	1,662	*	*	21	86
Bladen CC	1,008	22	95		
Blue Ridge CC	2,020			27	74
Brunswick CC	1,106	23	87		
Caldwell CC & TI	3,101	27	100	27	96
Cape Fear CC	4,952	13	92	28	100
Carteret CC	1,513	14	93		
Catawba Valley CC	3,393			21	86
Central Carolina CC	4,442	24	100	15	100
Central Piedmont CC	10,950			41	80
Cleveland CC	1,895	*	*	25	92
Coastal Carolina CC	3,992	12	100	25	92
College of The Albemarle	2,015	20	80	29	86
Craven CC	2,206	13	92	28	89
Davidson County CC	2,600	11	100	33	97
Durham TCC	3,544	33	88	29	83
Edgecombe CC	1,893				
Fayetteville TCC	8,248	22	77	50	94
Forsyth TCC	5,152	22	100	64	86
Gaston College	3,623	19	100	36	89
Guilford TCC	6,996	*	*	43	86
Halifax CC	1,430				
Haywood CC	1,549	*	*	12	92
Isothermal CC	1,962	22	86		
James Sprunt CC	1,244	15	80	32	75
Johnston CC	2,992	11	100	21	100
Lenoir CC	2,474	10	100	18	78
Martin CC	923				
Mayland CC	1,211	17	94	24	75
McDowell TCC	1,158	21	76		
Mitchell CC	1,870			38	89
Montgomery CC	662	21	86		
Nash CC	2,066				
Pamlico CC	416				
Piedmont CC	1,770	*	*	10	100
Pitt CC	4,463	20	100	46	67
Randolph CC	2,042			26	92
Richmond CC	1,830			30	97
Roanoke-Chowan CC	942	12	100	12	75
Robeson CC	2,794	25	92	30	67
Rockingham CC	1,904	13	92	19	89
Rowan-Cabarrus CC	3,742	29	97	54	70
Sampson CC	1,426	19	100	28	93
Sandhills CC	3,195	16	94	37	100
South Piedmont CC	1,652	*	*		
Southeastern CC	2,242	10	100	29	86
Southwestern CC	1,977	11	100	*	*
Stanly CC	1,516	11	100	26	93
Surry CC	2,903	25	96	36	94
Tri-County CC	1,104	*	*	12	75
Vance-Granville CC	3,630	10	90	30	90
Wake TCC	8,550			44	98
Wayne CC	3,149	13	92	26	100
Western Piedmont CC	2,380			38	89
Wilkes CC	2,370			22	86
Wilson TCC	1,757				
Foothills Nursing Consortium				25	92
NEWH Nursing Consortium		*	*	57	84
Region A Nursing Consortium**		23	100	31	87
System Totals	160,747	708	93	1,386	87

*Number too small to report without violating students' privacy.
**Region A Nursing Consortium includes Haywood CC, Southwestern CC, and Tri-County CC.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2000-2001
OPTICIANRY--VETERINARY MEDICAL TECHNOLOGY
FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	OPTICIANRY		VET. MED. TECH.	
		# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,613				
Asheville-Buncombe TCC	4,529				
Beaufort County CC	1,662				
Bladen CC	1,008				
Blue Ridge CC	2,020				
Brunswick CC	1,106				
Caldwell CC & TI	3,101				
Cape Fear CC	4,952				
Carteret CC	1,513				
Catawba Valley CC	3,393				
Central Carolina CC	4,442			34	85
Central Piedmont CC	10,950				
Cleveland CC	1,895				
Coastal Carolina CC	3,992				
College of The Albemarle	2,015				
Craven CC	2,206				
Davidson County CC	2,600				
Durham TCC	3,544	*	*		
Edgecombe CC	1,893				
Fayetteville TCC	8,248				
Forsyth TCC	5,152				
Gaston College	3,623			15	87
Guilford TCC	6,996				
Halifax CC	1,430				
Haywood CC	1,549				
Isothermal CC	1,962				
James Sprunt CC	1,244				
Johnston CC	2,992				
Lenoir CC	2,474				
Martin CC	923				
Mayland CC	1,211				
McDowell TCC	1,158				
Mitchell CC	1,870				
Montgomery CC	662				
Nash CC	2,066				
Pamlico CC	416				
Piedmont CC	1,770				
Pitt CC	4,463				
Randolph CC	2,042				
Richmond CC	1,830				
Roanoke-Chowan CC	942				
Robeson CC	2,794				
Rockingham CC	1,904				
Rowan-Cabarrus CC	3,742				
Sampson CC	1,426				
Sandhills CC	3,195				
South Piedmont CC	1,652				
Southeastern CC	2,242				
Southwestern CC	1,977				
Stanly CC	1,516				
Surry CC	2,903				
Tri-County CC	1,104				
Vance-Granville CC	3,630				
Wake TCC	8,550				
Wayne CC	3,149				
Western Piedmont CC	2,380				
Wilkes CC	2,370				
Wilson TCC	1,757				
System Totals	160,747	*	*	49	86

*Number too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2000-2001
RADIOGRAPHY--NUCLEAR MEDICINE TECHNOLOGY--
RADIATION THERAPY TECHNOLOGY
FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	RADIOGRAPHY		NUC. MED. TECH.		RAD. THER. TECH.	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	2,613						
Asheville-Buncombe TCC	4,529	11	100				
Beaufort County CC	1,662						
Bladen CC	1,008						
Blue Ridge CC	2,020						
Brunswick CC	1,106						
Caldwell CC & TI	3,101	10	80	*	*		
Cape Fear CC	4,952	*	*				
Carteret CC	1,513	13	92				
Catawba Valley CC	3,393						
Central Carolina CC	4,442						
Central Piedmont CC	10,950						
Cleveland CC	1,895	*	*				
Coastal Carolina CC	3,992						
College of The Albemarle	2,015						
Craven CC	2,206						
Davidson County CC	2,600						
Durham TCC	3,544						
Edgecombe CC	1,893	17	100				
Fayetteville TCC	8,248	13	100				
Forsyth TCC	5,152	29	100	*	*	*	*
Gaston College	3,623						
Guilford TCC	6,996						
Halifax CC	1,430						
Haywood CC	1,549						
Isothermal CC	1,962						
James Sprunt CC	1,244						
Johnston CC	2,992	16	100				
Lenoir CC	2,474						
Martin CC	923						
Mayland CC	1,211						
McDowell TCC	1,158						
Mitchell CC	1,870						
Montgomery CC	662						
Nash CC	2,066						
Pamlico CC	416						
Piedmont CC	1,770						
Pitt CC	4,463	18	83	*	*	*	*
Randolph CC	2,042						
Richmond CC	1,830						
Roanoke-Chowan CC	942						
Robeson CC	2,794						
Rockingham CC	1,904						
Rowan-Cabarrus CC	3,742	17	82				
Sampson CC	1,426						
Sandhills CC	3,195	11	100				
South Piedmont CC	1,652						
Southeastern CC	2,242						
Southwestern CC	1,977	14	93				
Stanly CC	1,516						
Surry CC	2,903						
Tri-County CC	1,104						
Vance-Granville CC	3,630	10	100				
Wake TCC	8,550	21	100				
Wayne CC	3,149						
Western Piedmont CC	2,380						
Wilkes CC	2,370						
Wilson TCC	1,757						
System Totals	160,747	218	95	8	100	8	75

*Number too small to report without violating students' privacy.

Real Estate licensing/certification examination data are not available for 2000-2001.

CORE INDICATORS OF SUCCESS MEASURE C: ***Goal Completion for Completers***

Description/Definition The proportion of graduates of certificate, diploma, and degree programs who report that their primary goal in attending has been met.

Methodology and Data Source The data are collected by survey, with each college using a standard set of questions. A response rate of 50 percent or a statistically significant sample size will be necessary for the data to be used for performance funding. A minimum of 15 respondents will be required to report the data at the institutional level.

Performance Standard The performance standard for percent of completers who achieve their goal is 95 percent. This measure is a required performance funding measure.

Results For 2000-2001, 57 community colleges met the performance standard. One (1) college made significant improvement, although it did not meet the performance standard. The system average was 99 percent.

PERCENT OF COMPLETERS WHO REPORT MEETING THEIR GOAL
FOR ATTENDING A COMMUNITY COLLEGE, 2000-2001

COLLEGE	TOTAL FTE	NUMBER OF RESPONSES	PERCENT COMPLETED GOAL
Alamance CC	2,613	241	100
Asheville-Buncombe TCC	4,529	294	100
Beaufort County CC	1,662	121	100
Bladen CC	1,008	67	100
Blue Ridge CC	2,020	149	99
Brunswick CC	1,106	74	100
Caldwell CC & TI	3,101	366	99
Cape Fear CC	4,952	739	98
Carteret CC	1,513	88	99
Catawba Valley CC	3,393	366	95
Central Carolina CC	4,442	360	99
Central Piedmont CC	10,950	364	99
Cleveland CC	1,895	162	100
Coastal Carolina CC	3,992	435	99
College of The Albemarle	2,015	195	98
Craven CC	2,206	119	98
Davidson County CC	2,600	172	98
Durham TCC	3,544	207	98
Edgecombe CC	1,893	103	100
Fayetteville TCC	8,248	693	100
Forsyth TCC	5,152	374	99
Gaston College	3,623	446	100
Guilford TCC	6,996	276	99
Halifax CC	1,430	114	100
Haywood CC	1,349	138	99
Isothermal CC	1,962	188	99
James Sprunt CC	1,244	146	100
Johnston CC	2,992	158	100
Lenoir CC	2,474	258	98
Martin CC	923	91	99
Mayland CC	1,211	113	100
McDowell TCC	1,158	117	100
Mitchell CC	1,870	132	100
Montgomery CC	662	84	100
Nash CC	2,066	103	99
Pamlico CC	416	54	93
Piedmont CC	1,770	104	100
Pitt CC	4,463	213	98
Randolph CC	2,042	262	98
Richmond CC	1,830	191	100
Roanoke-Chowan CC	942	104	95
Robeson CC	2,794	174	99
Rockingham CC	1,904	177	100
Rowan-Cabarrus CC	3,742	182	97
Sampson CC	1,426	88	99
Sandhills CC	3,195	412	99
South Piedmont CC	1,652	58	100
Southeastern CC	2,242	105	99
Southwestern CC	1,977	166	99
Stanly CC	1,516	184	99
Surry CC	2,903	283	99
Tri-County CC	1,104	89	100
Vance-Granville CC	3,630	182	99
Wake TCC	8,550	389	98
Wayne CC	3,149	296	99
Western Piedmont CC	2,380	211	100
Wilkes CC	2,370	170	99
Wilson TCC	1,757	124	100
System Totals	160,747	12,271	99

CORE INDICATORS OF SUCCESS MEASURE D: ***Employment Status of Graduates***

Description/Definition The proportion of identified community college completers who are employed within one year of last attendance.

Methodology and Data Sources The North Carolina Common Follow-up System (CFS) tracks students' employment status after they leave the colleges. The Common Follow-up System (CFS) is a cooperative venture of participating state agencies under the auspices of the North Carolina State Occupational Information Coordinating Committee (NC SOICC). The CFS provides a highly efficient and cost effective method for collecting follow-up information for education, employment, and training program participants statewide. The CFS is maintained by the Employment Security Commission (ESC).

Each year the agencies involved in the CFS submit unit record data on participants to the ESC. Among the agencies included in this process are the public high schools, community colleges, and the four-year public universities. Each agency's data are matched against the Unemployment Insurance (UI) files and the other participating agencies' files. A database containing information on employment, employer, quarterly wages, receipt of unemployment benefits, and participation in other agencies' programs is returned to each submitting agency. The database each agency receives is limited to the participants that the agency submits for the data match. This is to say, the database received by community colleges has information only on community college students.

Once the CFS database is received, it is matched against the Curriculum Student Progress Information System (CSPIS) database and the following year curriculum student registration database. This matching is conducted to determine demographic characteristics of the participants, such as students' completion status at the end of the academic year and whether they re-enroll the following year. Students who obtain an associate degree, certificate, or diploma in the year given and do not re-enroll in any of the colleges the following year are defined as "exit completers."

Students who have wages in any quarter during the year are considered employed. Those who are found both in registration records and UI records but have no quarterly wages during the year are considered unemployed. Individuals who are not found in the UI records are omitted from the analysis. This would include individuals who are working out-of-state, who are enrolled in a four-year college or university and not working, who never entered the labor market, etc.

Performance Standard The performance standard for employment status of graduates is adjusted for local unemployment rates. The standard is 95 percent of completers, adjusted for local unemployment rate, will be employed. The percentage will be adjusted for the average annual unemployment rate in the service area of each college in the following way:

compute the difference between the state's average annual unemployment rate and that of each college's service area and divide by 2. This amount will be deducted from (for colleges with unemployment rates **higher** than the state average) or added to (for colleges with unemployment rates **lower** than the state average) the 95 percent. This measure is a required performance funding measure.

Results Data on 18,040 graduates for the 1999-00 academic year were collected. The System average employment rate was 97.77 percent. All 58 community colleges met the adjusted standard for their school.

PERCENT OF 1999-00 GRADUATES EMPLOYED WITHIN ONE YEAR OF COMPLETION

COLLEGE	TOTAL FTE	*PERFORMANCE STANDARD ADJUSTED FOR LOCAL UNEMPLOYMENT**	NUMBER OF GRADUATES (minus inmates and missing students)	PERCENT OF 1999-00 GRADUATES EMPLOYED WITHIN ONE YEAR OF GRADUATING
Alamance CC	2,613	95	618	97.25
Asheville-Buncombe TCC	4,529	96	430	97.44
Beaufort County CC	1,662	93	176	98.30
Bladen CC	1,008	94	72	95.83
Blue Ridge CC	2,020	95	159	98.11
Brunswick CC	1,106	94	136	98.53
Caldwell CC & TI	3,101	96	392	98.98
Cape Fear CC	4,952	94	572	97.73
Carteret CC	1,513	95	179	98.32
Catawba Valley CC	3,393	96	311	97.75
Central Carolina CC	4,442	95	605	96.69
Central Piedmont CC	10,950	96	661	98.49
Cleveland CC	1,895	94	290	97.93
Coastal Carolina CC	3,992	95	439	96.36
College of The Albemarle	2,015	94	246	98.37
Craven CC	2,206	95	325	96.92
Davidson County CC	2,600	95	405	98.52
Durham TCC	3,544	96	340	99.12
Edgecombe CC	1,893	92	124	99.19
Fayetteville TCC	8,248	95	686	98.40
Forsyth TCC	5,152	96	599	98.50
Gaston College	3,623	95	467	96.15
Guilford TCC	6,996	95	583	98.11
Halifax CC	1,430	93	184	99.46
Haywood CC	1,549	94	195	94.87
Isothermal CC	1,962	94	221	96.83
James Sprunt CC	1,244	93	275	97.09
Johnston CC	2,992	96	636	98.11
Lenoir CC	2,474	94	250	97.60
Martin CC	923	93	119	94.96
Mayland CC	1,211	94	122	96.72
McDowell TCC	1,158	95	130	99.23
Mitchell CC	1,870	95	235	100.00
Montgomery CC	662	95	102	96.08
Nash CC	2,066	94	161	98.76
Pamlico CC	416	95	51	98.04
Piedmont CC	1,770	95	278	99.64
Pitt CC	4,463	94	508	98.03
Randolph CC	2,042	95	245	99.18
Richmond CC	1,830	93	218	97.25
Roanoke-Chowan CC	942	94	139	98.56
Robeson CC	2,794	93	289	98.27
Rockingham CC	1,904	94	242	97.52
Rowan-Cabarrus CC	3,742	96	343	96.21
Sampson CC	1,426	94	154	98.05
Sandhills CC	3,195	95	288	97.92
South Piedmont CC	1,652	95	151	99.34
Southeastern CC	2,242	93	200	98.50
Southwestern CC	1,977	92	230	98.70
Stanly CC	1,516	95	289	98.62
Surry CC	2,903	95	507	98.03
Tri-County CC	1,104	93	97	96.91
Vance-Granville CC	3,630	94	328	95.73
Wake TCC	8,550	96	899	97.55
Wayne CC	3,149	95	286	97.55
Western Piedmont CC	2,380	95	305	97.70
Wilkes CC	2,370	94	307	95.44
Wilson TCC	1,757	93	241	96.68
System Totals	160,747	95	18,040	97.77

**Colleges must meet or exceed this adjusted standard.*

CORE INDICATORS OF SUCCESS MEASURE E: ***Performance of College Transfer Students***

Description/Definition College transfer programs provide educational experiences that will enable transfer students to make the transition to a baccalaureate program and perform as well as the students who enroll as first-time freshmen at universities. The purpose of this measure is to compare the performance of community college associate degree students (Associate in Arts, Associate in Science, and Associate in Fine Arts) who transfer to public North Carolina universities with students native to the four-year institutions.

Methodology and Data Source Data on two cohorts of college transfer students entering the public universities each year are analyzed. One cohort analysis compares the performance of college transfer degree recipients (AA, AS, AFA) at the end of two semesters at the public university to the performance of native juniors. The second cohort analysis compares the performance of college transfer students completing at least 24 hours or more of college transfer courses at a community college but not completing the degree to the performance of native sophomores. A cell size of at least ten students is required for reporting this measure.

The University of North Carolina General Administration analyzes performance data on students who transfer to a four-year public institution within two years of leaving a community college. No data are available from the private colleges and universities in North Carolina.

Community colleges may elect to work with private colleges and universities in collecting data on students who transfer to those institutions. The data must be consistent with the methodology employed by the UNC-General Administration in calculating the data for transfers to public universities. If colleges submit data from private or out-of-state institutions, then the System Office will include the data with the public university data.

Performance Standard Performance of community college transfer students will be equivalent to the performance of native UNC sophomores and juniors: 82. 9 percent of the community college transfer students identified in the two cohorts will have a GPA greater than or equal to 2.0 after two semesters at a UNC institution. This measure is a required performance funding measure.

Results Data reported are for students who left a community college in 1998-99. The reason for this time lag in the data is that students are allowed up to two years to transfer to be included in the cohort and performance data is based on two semesters of attendance at a UNC institution once the students have transferred. Data on both associate degree recipients and the students who transferred to UNC institutions with 24 or more semester hours at community colleges were reported.

For students who completed an AA, AS or AFA degree in 1998-99 and transferred to a UNC institution within two years, 85.8 percent had a GPA equal to or greater than 2.0 after two semesters at a public university. For those students who completed 24 or more semester hours in community colleges and transferred to a UNC institution, 79 percent had a GPA equal to or greater than 2.0 after two semesters at a public university. When the data for both groups are combined, 80.6 percent of the transfers had a GPA equal to or greater than 2.0 after two semesters at a UNC institution. Seventeen (17) community colleges met the 82.9 percent performance standard, with 24 additional colleges showing significant improvement over last year's performance.

PERCENT OF 1998-99 COLLEGE TRANSFER STUDENTS WITH A
GPA OF > = 2.0 AFTER TWO SEMESTERS AT A UNC INSTITUTION

COLLEGE	TOTAL FTE	24 OR MORE SEMESTER HOURS		ASSOCIATE DEGREE RECIPIENT		TOTAL	
		NUMBER	PERCENT >=2.0	NUMBER	PERCENT >=2.0	NUMBER	PERCENT >=2.0
Alamance CC	2,613	**	**	**	**	**	**
Asheville-Buncombe TCC	4,529	68	92.7%	24	95.8%	92	93.5%
Beaufort County CC	1,662	18	77.8%	**	**	25	76.0%
Bladen CC	1,008	**	**	17	82.4%	17	82.4%
Blue Ridge CC	2,020	37	89.2%	**	**	41	90.3%
Brunswick CC	1,106	21	66.7%	11	81.8%	32	71.9%
Caldwell CC & TI	3,101	108	83.3%	28	92.9%	136	85.3%
Cape Fear CC	4,952	261	72.8%	89	82.0%	350	75.1%
Carteret CC	1,513	16	75.0%	**	**	19	78.9%
Catawba Valley CC	3,393	88	83.0%	12	66.7%	100	81.0%
Central Carolina CC	4,442	44	86.4%	16	81.3%	60	85.0%
Central Piedmont CC	10,950	230	78.7%	73	84.9%	303	80.2%
Cleveland CC	1,895	23	73.9%	**	**	30	80.0%
Coastal Carolina CC	3,992	153	84.3%	63	84.1%	216	84.2%
College of The Albemarle	2,015	51	94.1%	37	97.3%	88	95.4%
Craven CC	2,206	107	78.5%	30	63.3%	137	75.2%
Davidson County CC	2,600	**	**	21	71.4%	21	71.4%
Durham TCC*	3,544	150	75.3%	20	100.0%	170	78.2%
Edgecombe CC	1,893	14	71.4%	**	**	17	70.6%
Fayetteville TCC	8,248	91	87.9%	38	89.5%	129	88.4%
Forsyth TCC	5,152	88	71.6%	13	100.0%	101	75.3%
Gaston College*	3,623	116	71.6%	61	75.4%	177	72.9%
Guilford TCC	6,996	62	77.4%	21	85.7%	83	79.5%
Halifax CC	1,430	17	70.6%	**	**	17	70.6%
Haywood CC	1,549	22	77.3%	13	92.3%	35	82.9%
Isothermal CC	1,962	41	85.4%	19	100.0%	60	90.0%
James Sprunt CC	1,244	20	75.0%	11	63.6%	31	71.0%
Johnston CC	2,992	62	74.2%	13	76.9%	75	74.7%
Lenoir CC	2,474	85	81.2%	26	84.6%	111	82.0%
Martin CC	923	11	81.8%	**	**	15	80.0%
Mayland CC	1,211	16	87.5%	**	**	24	87.5%
McDowell TCC	1,158	19	68.4%	12	83.3%	31	74.2%
Mitchell CC	1,870	51	76.5%	12	100.0%	63	81.0%
Montgomery CC	662	**	**	**	**	**	**
Nash CC	2,066	57	77.2%	18	94.4%	75	81.3%
Pamlico CC	416	**	**	**	**	**	**
Piedmont CC	1,770	**	**	**	**	16	93.8%
Pitt CC	4,463	157	76.4%	26	88.5%	183	78.1%
Randolph CC	2,042	44	84.1%	**	**	48	81.3%
Richmond CC	1,830	29	69.0%	**	**	34	70.6%
Roanoke-Chowan CC	942	**	**	**	**	**	**
Robeson CC	2,794	20	80.0%	**	**	20	80.0%
Rockingham CC	1,904	64	76.6%	28	92.9%	92	81.6%
Rowan-Cabarrus CC	3,742	60	71.7%	16	93.8%	76	76.4%
Sampson CC	1,426	29	72.4%	**	**	29	72.4%
Sandhills CC	3,195	114	74.6%	30	83.3%	144	76.4%
South Piedmont CC	1,652	**	**	**	**	**	**
Southeastern CC	2,242	56	87.5%	17	100.0%	73	90.4%
Southwestern CC	1,977	31	71.0%	11	63.6%	42	69.1%
Stanly CC	1,516	19	73.7%	**	**	28	75.0%
Surry CC*	2,903	127	85.0%	66	84.8%	193	85.0%
Tri-County CC	1,104	20	95.0%	**	**	27	96.3%
Vance-Granville CC	3,630	30	86.7%	12	91.7%	42	88.1%
Wake TCC	8,550	324	82.7%	44	88.6%	368	83.4%
Wayne CC	3,149	105	76.2%	23	91.3%	128	78.9%
Western Piedmont CC	2,380	90	71.1%	35	85.7%	125	75.2%
Wilkes CC	2,370	46	87.0%	16	93.8%	62	88.8%
Wilson TCC	1,757	13	69.3%	**	**	22	81.9%
System Totals	160,747	3,547	79.0%	1,099	85.8%	4,646	80.6%

*Includes data collected from private colleges and universities.

BEST COPY AVAILABLE

CORE INDICATORS OF SUCCESS MEASURE F: ***Passing Rates of Students in Developmental Courses***

Description/Definition The percent of students who complete developmental English, mathematics, or reading courses with a grade of "C" or better.

Methodology and Data Source The North Carolina Community College System Office has developed a computer program to identify developmental courses, identify students who complete these courses, and calculate passing rates for each course. The number and percent of students completing these courses with a grade of "C" or better will be calculated. The software will be run at each college annually and the data submitted to the Planning and Research Section of the System Office.

Performance Standard Seventy percent (70%) of students who complete a developmental course will have a grade of "C" or better for that course.

Results Eighty percent (80%) of the students who completed a developmental course(s) had a grade of "C" or better. Fifty-two (52) colleges met the performance standard. Three (3) colleges improved significantly, although they did not meet the standard.

PASSING RATES OF STUDENTS IN DEVELOPMENTAL COURSES, 2000-2001

COLLEGE	TOTAL FTE	ENGLISH		MATH		READING		TOTAL	
		# Completed	% Passed	# Completed	% Passed	# Completed	% Passed	# Completed	% Passed
Alamance CC	2,613	381	88	661	74			1,042	79
Asheville-Buncombe TCC	4,529	343	92	910	85	259	97	1,512	89
Beaufort County CC	1,662	138	70	285	71	139	62	562	69
Bladen CC	1,008	136	84	193	87	68	90	397	86
Blue Ridge CC	2,020	262	87	609	80	93	84	964	82
Brunswick CC	1,106	211	60	421	67			632	65
Caldwell CC & TI	3,101	323	82	797	81	261	83	1,381	82
Cape Fear CC	4,952	759	90	1,376	85			2,135	87
Carteret CC	1,513	249	95	565	84	191	93	1,005	88
Catawba Valley CC	3,393	430	89	1,244	79	503	80	2,177	81
Central Carolina CC	4,442	274	66	553	81	315	40	1,142	66
Central Piedmont CC	10,950	1,790	91	2,233	87	1,116	86	5,139	88
Cleveland CC	1,895	124	94	467	90	109	95	700	91
Coastal Carolina CC	3,992	446	92	1,229	68	300	87	1,975	76
College of The Albemarle	2,015	226	94	605	93	145	90	976	93
Craven CC	2,206	378	84	870	80	124	87	1,372	82
Davidson County CC	2,600	206	90	643	72	209	85	1,058	78
Durham TCC	3,544	772	84	1,327	67	704	68	2,803	72
Edgecombe CC	1,893	483	83	396	70			879	77
Fayetteville TCC	8,248	995	82	3,148	77	307	84	4,450	79
Forsyth TCC	5,152	424	90	976	86	432	90	1,832	88
Gaston College	3,623	434	78	1,139	80	337	83	1,910	80
Guilford TCC	6,996	440	85	1,454	77	255	91	2,149	80
Halifax CC	1,430	217	75	322	59	28	64	567	65
Haywood CC	1,549	116	88	444	76	53	83	613	79
Isothermal CC	1,962	172	83	787	85	82	85	1,041	85
James Sprunt CC	1,244	189	75	283	67	123	88	595	74
Johnston CC	2,992	201	91	460	78	153	89	814	83
Lenoir CC	2,474	257	93	607	80	276	95	1,140	87
Martin CC	923	121	77	247	80	82	85	450	80
Mayland CC	1,211	78	78	191	72	88	72	357	73
McDowell TCC	1,158	115	93	321	89	112	95	548	91
Mitchell CC	1,870	351	72	574	81	274	84	1,201	79
Montgomery CC	662	76	83	156	69	29	93	261	76
Nash CC	2,066	505	88	718	66	243	85	1,466	77
Pamlico CC	416	28	64	94	78			122	75
Piedmont CC	1,770	182	84	216	78	65	91	463	82
Pitt CC	4,463	1,015	84	3,156	76			4,171	78
Randolph CC	2,042	139	76	514	65	63	68	716	67
Richmond CC	1,830	286	79	355	63	277	80	918	73
Roanoke-Chowan CC	942	313	76	457	75	231	92	1,001	79
Robeson CC	2,794	419	76	734	74	415	80	1,568	76
Rockingham CC	1,904	200	89	677	76	146	69	1,023	78
Rowan-Cabarrus CC	3,742	424	77	1,070	90	276	87	1,770	86
Sampson CC	1,426	221	90	501	82	251	86	973	85
Sandhills CC	3,195	732	77	1,039	63	388	85	2,159	72
South Piedmont CC	1,652	276	84	459	70	137	79	872	76
Southeastern CC	2,242	250	61	573	68	402	77	1,225	70
Southwestern CC	1,977	142	72	335	71	103	83	580	73
Stanly CC	1,516	139	94	195	88			334	90
Surry CC	2,903	236	83	822	79	205	98	1,263	83
Tri-County CC	1,104	101	92	127	93			234	91
Vance-Granville CC	3,630	713	64	1,101	68	497	65	2,311	66
Wake TCC	8,550	836	73	1,948	78	558	90	3,342	79
Wayne CC	3,149	404	91	1,058	89	339	95	1,801	91
Western Piedmont CC	2,380	324	92	542	83			868	86
Wilkes CC	2,370	315	82	514	74	141	82	970	78
Wilson TCC	1,757	320	82	454	69	191	85	965	76
System Totals	160,747	20,639	83	44,152	78	12,103	83	76,894	80

BEST COPY AVAILABLE

CORE INDICATORS OF SUCCESS MEASURE G: ***Success Rate of Developmental Students in Subsequent College-Level Courses***

Description/Definition The performance of developmental students in subsequent college level courses will be compared with the performance of non-developmental students in those courses. Specifically, performance of students in English 111 will be used to assess developmental English; performance in the first college-level mathematics course will be used to assess developmental mathematics; and performance in the first humanities course after completion of developmental reading will be used to assess developmental reading.

The purpose of this measure is to provide evidence that developmental courses equip students with the skills and knowledge necessary for success in their college studies. Once students have successfully completed the developmental courses, they should be able to pass curriculum courses.

Methodology and Data Source A computer program was developed by the Information Services Section of the North Carolina Community College System Office that will provide grade information on students who successfully completed developmental courses and (1) entered college-level courses and (2) on students who are enrolled in college-level courses without having been required to take developmental courses. The performance of these groups was statistically analyzed to determine if students who have taken developmental courses are performing as well as students not requiring developmental courses.

Performance Standard The performance standard for this measure is that there will be no statistically significant difference in the performance of developmental students as compared to non-developmental students.

Results Eighty-six percent (86%) of the students who completed a developmental course(s) had a grade of "C" or better in subsequent college-level courses, whereas 85 percent of the non-developmental students performed at the same level. A statistical analysis revealed that 40 colleges met the standard: no significant difference between the developmental students and non-developmental students in the performance of subsequent college-level courses.

PERFORMANCE OF DEVELOPMENTAL STUDENTS IN SUBSEQUENT COLLEGE-LEVEL COURSES, 2000-2001

COLLEGE	TOTAL FTE	DEVELOPMENTAL		NON-DEVELOPMENTAL	
		# TOOK	% PASSED	# TOOK	% PASSED
Alamance CC	2,613	158	92	754	88
Asheville-Buncombe TCC	4,529	293	91	1,140	81
Beaufort County CC	1,662	65	97	414	89
Bladen CC	1,008	31	91	403	84
Blue Ridge CC	2,020	170	90	390	86
Brunswick CC	1,106	128	86	257	86
Caldwell CC & TI	3,101	214	92	590	90
Cape Fear CC	4,952	518	79	1,863	73
Carteret CC	1,513	123	81	576	77
Catawba Valley CC	3,393	297	86	365	91
Central Carolina CC	4,442	134	95	1,100	94
Central Piedmont CC	10,950	1,350	80	4,482	79
Cleveland CC	1,895	136	90	1,060	89
Coastal Carolina CC	3,992	352	93	1,339	93
College of The Albemarle	2,015	172	97	586	96
Craven CC	2,206	239	89	633	95
Davidson County CC	2,600	213	88	776	92
Durham TCC	3,544	293	88	732	87
Edgecombe CC	1,893	391	78	342	87
Fayetteville TCC	8,248	478	81	2,738	82
Forsyth TCC	5,152	308	81	2,188	86
Gaston College	3,623	427	86	1,340	87
Guilford TCC	6,996	811	72	5,555	75
Halifax CC	1,430	124	92	398	91
Haywood CC	1,549	168	87	471	94
Isothermal CC	1,962	207	95	376	90
James Sprunt CC	1,244	63	81	549	95
Johnston CC	2,992	203	86	930	83
Lenoir CC	2,474	194	92	572	93
Martin CC	923	56	95	152	87
Mayland CC	1,211	319	88	24	92
McDowell TCC	1,158	70	94	269	97
Mitchell CC	1,870	158	77	491	83
Montgomery CC	662	37	92	194	87
Nash CC	2,066	334	84	402	83
Pamlico CC	416	15	93	43	74
Piedmont CC	1,770	94	88	310	90
Pitt CC	4,463	551	82	825	76
Randolph CC	2,042	154	85	699	89
Richmond CC	1,830	130	93	434	92
Roanoke-Chowan CC	942	140	83	255	77
Robeson CC	2,794	328	87	474	88
Rockingham CC	1,904	183	85	433	90
Rowan-Cabarrus CC	3,742	339	91	1,344	91
Sampson CC	1,426	130	96	249	97
Sandhills CC	3,195	360	89	823	89
South Piedmont CC	1,652	75	91	448	85
Southeastern CC	2,242	341	86	329	84
Southwestern CC	1,977	156	80	527	83
Stanly CC	1,516	102	94	376	94
Surry CC	2,903	268	94	1,180	94
Tri-County CC	1,104	75	99	286	93
Vance-Granville CC	3,630	134	82	821	81
Wake TCC	8,550	389	88	2,527	88
Wayne CC	3,149	382	86	823	95
Western Piedmont CC	2,380	219	99	548	98
Wilkes CC	2,370	156	93	493	85
Wilson TCC	1,757	153	78	357	85
System Totals	160,747	14,108	86	49,055	85

BEST COPY AVAILABLE

CORE INDICATORS OF SUCCESS MEASURE H: ***Satisfaction of Program Completers and Non-Completers***

Description/Definition This indicator reports the proportion of graduates and early-leavers who indicate that the quality of the college programs and services met or exceeded their expectations.

Methodology and Data Source The data are collected by survey, with each college using a standard set of questions. A minimum of 15 respondents (total) will be required to report the data at the institutional level. If the data are being used as the college's optional sixth performance funding measure, then an overall response rate of 50 percent or a statistically valid sample size is necessary.

Performance Standard Ninety percent (90%) of the combined respondents will report to be satisfied with the quality of the college's programs and services.

Results Ninety-four percent (94%) of program non-completers responded that they were satisfied with the academic programs of community colleges, while 97 percent of program completers responded that they were satisfied. The total percentage of satisfied (completers and non-completers combined) was 96 percent. All 58 community colleges met the performance standard.

SATISFACTION OF PROGRAM COMPLETERS AND NON-COMPLETERS, 2000-2001

COLLEGE	TOTAL FTE	NON-COMPLETERS		COMPLETERS		TOTAL	
		NUMBER	PERCENT SATISFIED	NUMBER	PERCENT SATISFIED	NUMBER	PERCENT SATISFIED
Alamance CC	2,613	205	93	244	98	449	96
Asheville-Buncombe TCC	4,529	74	92	284	96	358	95
Beaufort County CC	1,662	44	93	119	97	163	96
Bladen CC	1,008	124	98	64	98	188	98
Blue Ridge CC	2,020	34	85	143	94	177	92
Brunswick CC	1,106	19	84	41	98	60	94
Caldwell CC & TI	3,101	93	97	374	96	467	96
Cape Fear CC	4,952	90	92	642	95	732	95
Carteret CC	1,513	72	94	85	96	157	95
Catawba Valley CC	3,393	60	93	300	99	360	98
Central Carolina CC	4,442	13	100	352	98	365	98
Central Piedmont CC	10,950	176	95	350	94	526	94
Cleveland CC	1,895	201	97	161	98	362	97
Coastal Carolina CC	3,992	165	95	391	95	556	95
College of The Albemarle	2,015	66	89	143	94	209	92
Craven CC	2,206	119	94	115	97	234	95
Davidson County CC	2,600	43	93	172	98	215	97
Durham TCC	3,544	24	71	194	93	218	91
Edgecombe CC	1,893	32	100	89	100	121	100
Fayetteville TCC	8,248	212	86	693	97	905	94
Forsyth TCC	5,152	110	86	364	96	474	94
Gaston College	3,623	87	93	440	98	527	97
Guilford TCC	6,996	253	96	272	98	525	97
Halifax CC	1,430	77	94	108	100	185	98
Haywood CC	1,549	83	92	135	99	218	96
Isothermal CC	1,962	118	99	187	99	305	99
James Sprunt CC	1,244	38	100	141	99	179	99
Johnston CC	2,992	29	90	151	98	180	97
Lenoir CC	2,474	117	87	260	98	377	95
Martin CC	923	20	100	90	98	110	98
Mayland CC	1,211	17	94	118	98	135	97
McDowell TCC	1,158	32	97	123	98	155	98
Mitchell CC	1,870	115	96	131	94	246	95
Montgomery CC	662	84	96	84	99	168	98
Nash CC	2,066	55	94	108	97	163	96
Pamlico CC	416	19	100	51	92	70	94
Piedmont CC	1,770	27	93	97	100	124	98
Pitt CC	4,463	241	97	211	94	452	96
Randolph CC	2,042	176	94	257	95	433	95
Richmond CC	1,830	161	94	190	98	351	96
Roanoke-Chowan CC	942	63	97	98	99	161	98
Robeson CC	2,794	55	87	175	94	230	92
Rockingham CC	1,904	46	96	171	96	217	96
Rowan-Cabarrus CC	3,742	171	99	179	95	350	97
Sampson CC	1,426	139	98	93	95	232	97
Sandhills CC	3,195	72	93	405	98	477	97
South Piedmont CC	1,652	34	94	56	98	90	96
Southeastern CC	2,242	36	94	104	100	140	98
Southwestern CC	1,977	34	94	162	95	196	95
Stanly CC	1,516	45	93	184	99	229	98
Surry CC	2,903	201	96	280	98	481	97
Tri-County CC	1,104	92	97	83	99	175	98
Vance-Granville CC	3,630	95	92	205	100	300	97
Wake TCC	8,550	377	93	394	94	771	94
Wayne CC	3,149	196	97	288	100	484	99
Western Piedmont CC	2,380	106	92	209	97	315	95
Wilkes CC	2,370	67	96	166	99	233	98
Wilson TCC	1,757	95	94	123	97	218	96
System Totals	160,747	5,649	94	11,849	97	17,498	96

BEST COPY AVAILABLE

CORE INDICATORS OF SUCCESS MEASURE I: ***Curriculum Student Retention and Graduation***

Description/Definition This composite indicator consists of:

1. Number of individuals completing a curriculum program with a certificate, diploma, or degree; and
2. Number of individuals who have not completed a program but who are continuing enrollment in either curriculum or occupational extension programs

This composite indicator will consist of the above two measures, each reported separately for each college. The sum of the two will be divided by the total number of curriculum students in the cohort to compute an indicator of curriculum student progress and success.

Methodology and Data Source Cohorts will be defined each fall based upon number of students enrolled in degree granting curriculum programs (associate degree, certificate, and diploma). The cohort was tracked from fall to fall using software developed by the Information Services section of the North Carolina Community College System Office to determine those who have graduated and those who have continued to be enrolled. This number, divided by the initial cohort, is the percentage reported.

Performance Standard The performance standard for this measure is 60 percent of the fall cohort will either have completed their program or still be enrolled the following fall at the community college.

Results Sixty-five percent (65%) of the Fall 2000 cohort had either graduated or completed by Fall 2001. Fifty-four (54) community colleges met the performance standard; two (2) colleges made significant improvement although they didn't meet the performance standard.

CURRICULUM STUDENT RETENTION AND GRADUATON, 2000-2001

COLLEGE	TOTAL FTE	TOTAL COHORT	PERCENT GRADUATE	PERCENT RETURN	PERCENT GRADUATE OR RETURN
Alamance CC	2,613	2,692	13%	47%	60%
Asheville-Buncombe TCC	4,529	2,925	15%	51%	65%
Beaufort County CC	1,662	1,088	14%	52%	66%
Bladen CC	1,008	557	15%	50%	65%
Blue Ridge CC	2,020	1,356	11%	53%	64%
Brunswick CC	1,106	812	20%	42%	62%
Caldwell CC & TI	3,101	2,379	14%	52%	66%
Cape Fear CC	4,952	4,510	12%	55%	67%
Carteret CC	1,513	1,013	14%	51%	65%
Catawba Valley CC	3,393	2,773	10%	51%	61%
Central Carolina CC	4,442	2,752	19%	41%	60%
Central Piedmont CC	10,950	9,539	9%	48%	57%
Cleveland CC	1,895	1,477	14%	47%	61%
Coastal Carolina CC	3,992	3,564	15%	49%	64%
College of The Albemarle	2,015	1,824	14%	48%	61%
Craven CC	2,206	2,055	12%	45%	57%
Davidson County CC	2,600	1,701	21%	49%	70%
Durham TCC	3,544	3,200	11%	53%	64%
Edgecombe CC	1,893	1,438	10%	50%	60%
Fayetteville TCC	8,248	7,672	14%	50%	64%
Forsyth TCC	5,152	4,387	13%	51%	65%
Gaston College	3,623	3,267	16%	49%	65%
Guilford TCC	6,996	5,731	10%	47%	58%
Halifax CC	1,430	1,279	11%	51%	62%
Haywood CC	1,549	996	19%	62%	81%
Isothermal CC	1,962	1,578	18%	51%	69%
James Sprunt CC	1,244	768	24%	50%	74%
Johnston CC	2,992	2,170	20%	54%	73%
Lenoir CC	2,474	1,650	20%	51%	70%
Martin CC	923	584	16%	49%	65%
Mayland CC	1,211	599	20%	58%	78%
McDowell TCC	1,158	778	19%	55%	74%
Mitchell CC	1,870	1,456	15%	50%	64%
Montgomery CC	662	482	19%	55%	74%
Nash CC	2,066	1,381	8%	46%	54%
Pamlico CC	416	191	15%	46%	61%
Piedmont CC	1,770	1,087	12%	56%	68%
Pitt CC	4,463	3,955	15%	48%	63%
Randolph CC	2,042	1,583	22%	49%	71%
Richmond CC	1,830	1,200	17%	53%	70%
Roanoke-Chowan CC	942	755	17%	48%	65%
Robeson CC	2,794	1,502	18%	50%	68%
Rockingham CC	1,904	1,642	14%	57%	71%
Rowan-Cabarrus CC	3,742	3,380	11%	49%	60%
Sampson CC	1,426	1,014	14%	52%	66%
Sandhills CC	3,195	2,501	17%	48%	64%
South Piedmont CC	1,652	1,118	19%	49%	67%
Southeastern CC	2,242	1,439	13%	54%	67%
Southwestern CC	1,977	1,186	20%	47%	68%
Stanly CC	1,516	988	23%	43%	66%
Surry CC	2,903	2,301	17%	54%	71%
Tri-County CC	1,104	1,075	20%	51%	71%
Vance-Granville CC	3,630	2,339	13%	51%	64%
Wake TCC	8,550	7,894	14%	61%	74%
Wayne CC	3,149	2,400	12%	50%	62%
Western Piedmont CC	2,380	1,722	19%	50%	69%
Wilkes CC	2,370	1,666	17%	53%	69%
Wilson TCC	1,757	1,230	16%	45%	61%
System Totals	160,747	126,601	14%	51%	65%

BEST COPY AVAILABLE

CORE INDICATORS OF SUCCESS MEASURE J: ***Employer Satisfaction With Graduates***

Description/Definition The percentage of a sample of businesses who employ individuals trained or educated by a community college indicating that they are satisfied with the quality of those employees as it relates to the community college training and education. This measure is intended primarily to determine the satisfaction of organizations whose employees have been trained through a community college.

Methodology and Data Source A survey will be conducted each year to determine employer satisfaction. Employers will be divided into three categories based on the number of program graduates and Standard Industrial Classification (SIC) code. Each category of employers will be surveyed every three years on an alternating basis.

Performance Standard Eighty-five percent (85%) of employers surveyed will report satisfaction with the skills of employees trained or educated by community colleges.

Results During 2001-02, 4,839 employers of 1999-2000 community college graduates were surveyed. A total of 1,742 surveys were completed and returned by employers, for a 36 percent response rate. Overall, 96 percent of those employers who returned a survey indicated that they were satisfied with the job preparation of community college graduates. All 58 colleges met the performance standard on this measure.

PERCENT OF EMPLOYERS SATISFIED WITH THE QUALITY OF PROGRAM COMPLETERS

(Performance Standard: Percent Satisfied = 85%)

COLLEGE	TOTAL FTE	NUMBER OF EMPLOYERS SURVEYED	RESPONSE RATE	PERCENT SATISFIED
Alamance CC	2,613	148	35%	95%
Asheville-Buncombe TCC	4,529	109	43%	98%
Beaufort County CC	1,662	46	38%	94%
Bladen CC	1,008	24	66%	91%
Blue Ridge CC	2,020	40	50%	96%
Brunswick CC	1,106	33	31%	98%
Caldwell CC & TI	3,101	97	37%	97%
Cape Fear CC	4,952	147	35%	100%
Carteret CC	1,513	49	45%	97%
Catawba Valley CC	3,393	80	34%	100%
Central Carolina CC	4,442	189	22%	100%
Central Piedmont CC	10,950	171	33%	97%
Cleveland CC	1,895	77	42%	95%
Coastal Carolina CC	3,992	137	52%	98%
College of The Albemarle	2,015	78	42%	98%
Craven CC	2,206	97	36%	94%
Davidson County CC	2,600	96	42%	98%
Durham TCC	3,544	85	28%	95%
Edgecombe CC	1,893	30	66%	97%
Fayetteville TCC	8,248	218	27%	95%
Forsyth TCC	5,152	145	23%	100%
Gaston College	3,623	113	43%	96%
Guilford TCC	6,996	143	31%	95%
Halifax CC	1,430	67	42%	92%
Haywood CC	1,549	58	39%	94%
Isothermal CC	1,962	57	28%	93%
James Sprunt CC	1,244	73	26%	92%
Johnston CC	2,992	196	32%	94%
Lenoir CC	2,474	67	29%	93%
Martin CC	923	30	58%	97%
Mayland CC	1,211	42	29%	96%
McDowell TCC	1,158	36	51%	95%
Mitchell CC	1,870	55	58%	95%
Montgomery CC	662	29	50%	94%
Nash CC	2,066	48	45%	97%
Pamlico CC	416	25	53%	94%
Piedmont CC	1,770	97	33%	94%
Pitt CC	4,463	122	35%	95%
Randolph CC	2,042	60	29%	93%
Richmond CC	1,830	57	27%	96%
Roanoke-Chowan CC	942	35	45%	91%
Robeson CC	2,794	83	38%	92%
Rockingham CC	1,904	61	41%	95%
Rowan-Cabarrus CC	3,742	83	30%	100%
Sampson CC	1,426	44	48%	94%
Sandhills CC	3,195	69	33%	100%
South Piedmont CC	1,652	47	34%	94%
Southeastern CC	2,242	57	38%	96%
Southwestern CC	1,977	58	42%	97%
Stanly CC	1,516	72	29%	98%
Surry CC	2,903	124	46%	94%
Tri-County CC	1,104	27	54%	93%
Vance-Granville CC	3,630	103	29%	91%
Wake TCC	8,550	230	37%	96%
Wayne CC	3,149	74	39%	94%
Western Piedmont CC	2,380	73	34%	92%
Wilkes CC	2,370	72	43%	93%
Wilson TCC	1,757	57	47%	92%
System Totals	160,747	4,839	36%	96%

BEST COPY AVAILABLE

CORE INDICATORS OF SUCCESS MEASURE K: ***Client Satisfaction With Customized Training***

Description/Definition The percentage of businesses/industries who have received services from a community college indicating that their expectations have been met. This measure is intended primarily to determine the satisfaction of organizations that received services from a community college.

Methodology and Data Source A survey for businesses/industries receiving services from New and Expanding Industry Training and the Small Business Centers is administered by colleges to determine level of satisfaction with their customized training. The data are submitted annually to the System Office at the end of the fiscal year.

Performance Standard Ninety percent (90%) of businesses/industries surveyed will report satisfaction with the services provided by community colleges.

Results Total number of survey respondents was 32,699. Ninety-nine percent (99%) responded that they were satisfied with the customized training provided by community colleges. Fifty-eight (58) colleges met the performance standard.

CLIENT SATISFACTION WITH CUSTOMIZED TRAINING, 2000-2001
(Performance Standard: 85 percent)

COLLEGE	TOTAL FTE	NUMBER OF SURVEY RESPONDENTS	PERCENT SATISFIED
Alamance CC	2,613	168	98
Asheville-Buncombe TCC	4,529	506	99
Beaufort County CC	1,662	364	99
Bladen CC	1,008	143	99
Blue Ridge CC	2,020	430	99
Brunswick CC	1,106	225	100
Caldwell CC & TI	3,101	1,069	99
Cape Fear CC	4,952	576	99
Carteret CC	1,513	242	99
Catawba Valley CC	3,393	519	98
Central Carolina CC	4,442	490	100
Central Piedmont CC	10,950	675	99
Cleveland CC	1,895	435	100
Coastal Carolina CC	3,992	432	100
College of The Albemarle	2,015	1,214	99
Craven CC	2,206	102	95
Davidson County CC	2,600	486	99
Durham TCC	3,544	617	99
Edgecombe CC	1,893	420	99
Fayetteville TCC	8,248	466	99
Forsyth TCC	5,152	349	99
Gaston College	3,623	823	99
Guilford TCC	6,996	1,436	100
Halifax CC	1,430	940	99
Haywood CC	1,549	328	99
Isothermal CC	1,962	636	98
James Sprunt CC	1,244	653	99
Johnston CC	2,992	1,782	99
Lenoir CC	2,474	1,379	99
Martin CC	923	442	98
Mayland CC	1,211	175	100
McDowell TCC	1,158	186	100
Mitchell CC	1,870	329	100
Montgomery CC	662	321	99
Nash CC	2,066	742	100
Pamlico CC	416	242	100
Piedmont CC	1,770	357	98
Pitt CC	4,463	640	100
Randolph CC	2,042	597	99
Richmond CC	1,830	411	99
Roanoke-Chowan CC	942	460	100
Robeson CC	2,794	348	97
Rockingham CC	1,904	943	99
Rowan-Cabarrus CC	3,742	471	98
Sampson CC	1,426	444	100
Sandhills CC	3,195	1,470	98
South Piedmont CC	1,652	587	98
Southeastern CC	2,242	454	99
Southwestern CC	1,977	268	99
Stanly CC	1,516	213	99
Surry CC	2,903	675	99
Tri-County CC	1,104	94	100
Vance-Granville CC	3,630	301	100
Wake TCC	8,550	1,593	96
Wayne CC	3,149	845	99
Western Piedmont CC	2,380	357	95
Wilkes CC	2,370	232	100
Wilson TCC	1,757	597	98
System Totals	160,747	32,699	99

BEST COPY AVAILABLE

CORE INDICATORS OF SUCCESS MEASURE L: ***Program Unduplicated Headcount Enrollment***

Description/Definition A minimum three-year average annual unduplicated headcount enrollment in a curriculum program.

Methodology and Data Source Using the Curriculum Registration files submitted by each community college to the North Carolina Community College System Office, the System Office will calculate annual unduplicated headcount for each program for the most current three years for which data are available. An average annual headcount based on the three-year data will be calculated.

The data will be for all diploma/certificate-granting programs; special credit programs will not be included. If a program is offered at several award levels (for example, the associate degree and certificate level) or if a program offers more than one concentration area, the data will be compiled as though it were one program.

Performance Standard The performance standard for this measure is a three-year average annual headcount minimum of ten students.

Results In the 2000-2001 academic year, 15 colleges met the performance standard of a minimum three-year average annual headcount of ten students.

NUMBER OF PROGRAMS WITH A THREE-YEAR AVERAGE ANNUAL ENROLLMENT OF LESS THAN 10, 1998-99, 1999-00, 2000-01

(Performance Standard: Average Annual Enrollment = 10 minimum)

COLLEGE	TOTAL FTE	NUMBER OF PROGRAMS
Alamance CC	2,613	0
Asheville-Buncombe TCC	4,529	0
Beaufort County CC	1,662	1
Bladen CC	1,008	2
Blue Ridge CC	2,020	2
Brunswick CC	1,106	0
Caldwell CC & TI	3,101	2
Cape Fear CC	4,952	1
Carteret CC	1,513	5
Catawba Valley CC	3,393	2
Central Carolina CC	4,442	0
Central Piedmont CC	10,950	3
Cleveland CC	1,895	1
Coastal Carolina CC	3,992	0
College of The Albemarle	2,015	2
Craven CC	2,206	3
Davidson County CC	2,600	4
Durham TCC	3,544	6
Edgecombe CC	1,893	2
Fayetteville TCC	8,248	0
Forsyth TCC	5,152	4
Gaston College	3,623	0
Guilford TCC	6,996	4
Halifax CC	1,430	1
Haywood CC	1,549	4
Isothermal CC	1,962	1
James Sprunt CC	1,244	2
Johnston CC	2,992	0
Lenoir CC	2,474	3
Martin CC	923	0
Mayland CC	1,211	1
McDowell TCC	1,158	3
Mitchell CC	1,870	4
Montgomery CC	662	1
Nash CC	2,066	0
Pamlico CC	416	2
Piedmont CC	1,770	4
Pitt CC	4,463	5
Randolph CC	2,042	4
Richmond CC	1,830	1
Roanoke-Chowan CC	942	4
Robeson CC	2,794	0
Rockingham CC	1,904	0
Rowan-Cabarrus CC	3,742	4
Sampson CC	1,426	1
Sandhills CC	3,195	2
South Piedmont CC	1,652	4
Southeastern CC	2,242	0
Southwestern CC	1,977	4
Stanly CC	1,516	2
Surry CC	2,903	3
Tri-County CC	1,104	2
Vance-Granville CC	3,630	1
Wake TCC	8,550	1
Wayne CC	3,149	0
Western Piedmont CC	2,380	5
Wilkes CC	2,370	0
Wilson TCC	1,757	1
System Totals	160,747	114

BEST COPY AVAILABLE

SUMMARY OF CORE INDICATORS OF SUCCESS

A summary of the System's performance on the measures and the number of colleges meeting each standard are presented on the next page.

SUMMARY REPORT ON PERFORMANCE MEASURES, 2000-2001
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

MEASURE	STANDARD	SYSTEM AVERAGE	# COLLEGES MEETING STANDARD	# COLLEGES MADE SIGNIFICANT IMPROVEMENT
Progress of Basic Skills Students	75%	78%	47	4
Passing Rates on Licensure/ Certification Exams for First-Time Test Takers	Aggregate = 80% Exams = 70%	86%	45 26 26*	5
Goal Completion of Completers	95%	99%	57	1
Employment of Graduates	95% (adjusted)	98%	58	
Performance of College Transfer Students	Equivalent to Native UNC Sophomores and Juniors (82.9%)	80.6%	17	24
Passing Rates in Developmental Courses	70%	80%	52	3
Success Rate of Developmental Students in Subsequent College-Level Courses	No Statistically Significant Difference Between Developmental and Non-Developmental Students	Dev: 86% Nondev.: 85%	41	**
Student Satisfaction of Completers and Non-Completers	90%	96%	58	
Curriculum Student Retention & Graduation	60%	65%	54	2
Employer Satisfaction With Graduates	85%	96%	58	
Business/Industry Satisfaction With Services Provided	90%	99%	58	
Program Enrollment	Three-Year Average Annual Enrollment of Less Than 10	2	15	NA

* 45 colleges met the 80% standard; 26 colleges had no exam with a passing rate < 70%; 26 colleges met both standards.

** New measure.

STATUS OF NORTH CAROLINA COMMUNITY COLLEGES MEETING PERFORMANCE STANDARDS, 2000-2001

(M = Met Standard, SI=Significant Improvement)

College	Progress of Basic Skills Students	Passing Rates on Licensure/ Certif. Exams	Goal Completion for Completers	Employment Rate of Graduates	Performance of College Transfer Students	Passing Rates in Develop. Courses	Success Rate of Develop. Students in College Level-Courses	Student Satisfaction of Completers & Non-Comp.	Curriculum Student Retention & Graduation	Employer Satisfaction	Business & Industry Satisfaction With Services Provided	Program Enrollment	Total Standards Met or Significant Improvement	Total Performance Funding Standards Met or Significant Improvement
Alamance CC	M		M	M		M	M	M[sb]	M	M	M	M	10	4
Asheville-Buncombe TCC	M		M	M	M	M[sb]	M	M	M	M	M	M	11	5s
Beaufort County CC	M		M	M		SI	M	M[sb]	M	M	M		9	4
Bladen CC	M	M	M	M		M	M	M[sb]	M	M	M		10	5s
Blue Ridge CC	M	M	M	M	M	M	M	M[sb]	M	M	M		11	6s
Brunswick CC	M		M	M	SI		M[sb]	M	M	M	M	M	10	5
Caldwell CC & TI	M	M	M	M	M	M	M	M[sb]	M	M	M		11	6s
Cape Fear CC	M	M	M	M		M	M	M	M	M[sb]	M		10	5s
Carteret CC	M		M	M		M	M	M	M	M[sb]	M		9	4
Catawba Valley CC	M	M	M	M	SI	M[sb]	M	M	M	M	M		11	6s
Central Carolina CC	SI		M	M	M		M	M	M	M	M[sb]	M	10	5
Central Piedmont CC	M	M	M	M		M	M	M	SI	M	M[sb]		10	5s
Cleveland CC	M		M	M	SI	M	M	M[sb]	M	M	M		10	5
Coastal Carolina CC	M	M	M	M	M	M	M	M[sb]	M	M	M	M	12	6s
College of The Albemarle	M	M	M	M	M	M	M	M	M	M[sb]	M		11	6s
Craven CC	M	M	M	M	SI	M		M[sb]	SI	M	M		10	6s
Davidson County CC	M		M	M		M		M	M[sb]	M	M		8	4
Durham TCC	SI	M	M	M	SI	M	M	M	M	M	M[sb]		11	6
Edgecombe CC	M		M	M	SI	M		M[sb]	M	M	M		9	5
Fayetteville TCC	M	M	M	M	M	M[sb]		M	M	M	M	M	11	6s
Forsyth TCC	M	M	M	M	SI	M[sb]		M	M	M	M		10	6s
Gaston College		M	M	M	SI	M[sb]	M	M	M	M	M	M	11	5
Guilford TCC	SI		M	M	SI	M		M[sb]		M	M		8	5
Halifax CC	M	SI	M	M	SI		M	M	M	M	M[sb]		10	6
Haywood CC	M		M	M	M	M		M	M	M	M[sb]		9	5s
Isothermal CC	M		M	M	M	M	M	M[sb]	M	M	M		10	5s
James Sprunt CC	M		M	M	SI	M		M	M	M	M[sb]		9	5
Johnston CC			M	M	SI	M	M	M	M	M[sb]	M	M	10	4
Lenoir CC	M		M	M	SI	M	M	M[sb]	M	M	M		10	5
Martin CC	M		M	M	SI	M	M	M[sb]	M	M	M	M	11	5

[sb]: Selected sixth performance measure.

s: Superior performance funding.

BEST COPY AVAILABLE

STATUS OF NORTH CAROLINA COMMUNITY COLLEGES MEETING PERFORMANCE STANDARDS, 2000-2001
(M = Met Standard; SI=Significant Improvement)

College	Progress of Basic Skills Students	Passing Rates on Licensure/ Certif. Exams	Goal Completion for Completers	Employment Rate of Graduates	Performance of College Transfer Students	Passing Rates in Develop. Courses	Success Rate of Develop. Students in College Level-Courses	Student Satisfaction of Completers & Non-Comp.	Curriculum Student Retention & Graduation	Employer Satisfaction	Business & Industry Satisfaction With Services Provided	Program Enrollment	Total Standards Met or Significant Improvement	Total Performance Funding Standards Met or Significant Improvement
Mayland CC	M	M	M	M	M	M[6s]	M	M	M	M	M		11	6s
McDowell TCC	M		M	M		M		M[6s]	M	M	M		8	4
Mitchell CC	M	M	M	M		M		M	M	M	M[6s]		9	5s
Montgomery CC	SI		M	M		M	M	M[6s]	M	M	M		9	4
Nash CC	M	SI	M	M	SI	M	M[6s]	M		M	M	M	11	6
Pamlico CC	M	M		M		M	M	M	M[6s]	M	M		9	4
Piedmont CC	M	M	M	M	M	M		M	M[6s]	M	M		10	6s
Pitt CC	M		M	M		M	M	M	M	M[6s]	M		9	4
Randolph CC	M	SI	M	M		SI	◆	M[6s]	M	M	M		9	5
Richmond CC	M	M	M	M	SI	M	M	M	M	M	M[6s]		11	6s
Roanoke-Chowan CC	M		M	M		M[6s]	M	M	M	M	M		9	4
Robeson CC	M		M	M		M	M	M[6s]	M	M	M	M	10	4
Rockingham CC	M	SI	M	M	SI	M[6s]		M	M	M	M	M	11	6
Rowan-Cabarrus CC			M	M	SI	M	M	M	M	M[6s]	M		9	4
Sampson CC		M	M	M	SI	M		M[6s]	M	M	M		9	5
Sandhills CC	M	M	M	M	SI	M[6s]	M	M	M	M	M		11	6s
South Piedmont CC	M	M	M	M		M	M	M[6s]	M	M	M		10	5s
Southeastern CC	M	M	M	M	M	M	M	M	M	M[6s]	M	M	12	6s
Southwestern CC	M		M	M		M		M	M[6s]	M	M		8	4
Stanly CC	M		M	M	SI	M	M	M	M[6s]	M	M		10	5
Surry CC		M	M	M	M	M	M	M[6s]	M	M	M		10	5s
Tri-County CC	M	M	M	M	M	M[6s]	M	M	M	M	M		11	6s
Vance-Granville CC	M	SI	M	M	M	SI	M	M	M	M	M[6s]		11	6s
Wake TCC			M	M	M	M	M	M	M	M[6s]	M		9	4
Wayne CC	M	M	M	M	SI	M		M[6s]	M	M	M	M	11	6s
Western Piedmont CC	M		M	M	SI	M	M	M[6s]	M	M	M		10	5
Wilkes CC	M	M	M	M	M	M	M	M[6s]	M	M	M	M	12	6s
Wilson TCC			M	M	SI	M		M	M	M[6s]	M		8	4

[6s]: Selected sixth performance measure

s: Superior performance funding

BEST COPY AVAILABLE

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

STRATEGIC PLAN, 2001-2003

EVALUATION OF PROGRESS

The Critical Success Factors report is a set of measures for assessing the progress of the System in achieving objectives identified in the System's strategic plan. Factors two through five provide measures that monitor success of the System in meeting its target levels of success.

Most of the data presented in this section of the report are System-level data, and where appropriate, college-level data are presented for information. These data are to determine the degree to which the System has met its target levels.

The factors that comprise this section of the report are:

Factor II: Workforce Development

Factor III: Diverse Populations' Learning Needs

Factor IV: Resources

Factor V: Technology

Supporting North Carolina's economic development has been an important part of the mission of the Community College System since its beginning. The System is a major tool for providing the state's citizens with the education and skills they need to be productive in the workforce. The System's institutions have traditionally worked closely with the businesses in their areas to insure that the programs offered by the colleges prepare citizens to take the jobs that are available. They have also provided citizens with the skills to be self-employed.

North Carolina originated customized training programs for new industries that agreed to come into the state, and its approach has been copied widely. This program remains a strong part of the state's economic development arsenal, along with other categorically funded programs for existing industries and small businesses.

Along with these specialized programs, the System's ability to stay current with the job market protects the state from skill shortages and protects its citizens from finding their skills outdated by changing technology and market forces. Measures of the success of the System in staying on the cutting edge are difficult to determine, but important.

The State Board of Community Colleges has placed renewed emphasis on the role of North Carolina community colleges in workforce development. The 1999-2001 Strategic Plan established a new mission statement for the System and a new set of System goals have been adopted by the State Board of Community Colleges which emphasize education, training and retraining for the workforce, including basic skills/literacy, occupational and pre-baccalaureate programs.

The measures that have been identified for the success of the System in its economic development role are:

A. Percentage of High Demand Occupations Encompassed by Training Programs

B. Percentage of Employers Satisfied With NCCCS Training Programs

C. Percentage of College Tech Prep Students Enrolling in a Community College

D. Number of Employers and Trainees Served by New and Expanding Industry Training (NEIT), Focused Industrial Training (FIT), Small Business Centers, and Customized Training

WORKFORCE DEVELOPMENT MEASURE A: ***Percentage of High Demand Occupations Encompassed by Training Programs***

Description/Definition The percentage of occupations identified as high demand or emerging at the local, regional, and state levels for which the North Carolina Community College System provides training, either through occupational extension or curriculum programs.

Methodology and Data Source High demand occupations are identified through various sources. On the state level, data from the Employment Security Commission on projected demand for employees by occupational categories will be analyzed. On the local and regional level, a statewide survey of business and industry administered by the North Carolina Community College System Office will collect information on future needs. Once the high demand occupations have been identified, data on the number of training programs offered by community colleges and number of students enrolled will be analyzed.

Performance Target By 2001, training programs will be developed that address 90 percent of the occupations identified as high demand or emerging at the local, regional and state levels.

Results Efforts are being made to identify the high demand and emerging occupations in North Carolina, but no data are available at this point.

WORKFORCE DEVELOPMENT MEASURE B: ***Percentage of Employers Satisfied With NCCCS Training Programs***

Description/Definition The percentage of employers in North Carolina who indicate satisfaction with the training programs offered by the North Carolina Community College System. This measure focuses on training programs and services provided to businesses and industries.

Methodology and Data Source A statewide survey administered by the System Office will be conducted each year to determine business and industry satisfaction. Business and industry will be divided into three categories based on the Standard Industrial Classification (SIC) codes. Each category of business and industry will be surveyed every three years on an alternating basis.

Performance Target Ninety percent (90%) of the businesses and industries surveyed will indicate satisfaction with the training programs and services provided by North Carolina Community Colleges.

Results See the Core Indicators of Student Success Measure K: Client Satisfaction with Customized Training. As indicated in Factor 1, 99 percent of the survey respondents were satisfied with the training programs and services provided by North Carolina Community Colleges, and thus the performance target was achieved.

WORKFORCE DEVELOPMENT MEASURE C: ***Percentage of College Tech Prep Students Enrolling in a Community College***

Description/Definition The percentage of high school graduates who were in a College Tech Prep program in high school and enroll the following year in a community college. This measure is dependent on the ability of the high schools to identify graduates of a College Tech Prep course of study.

Methodology and Data Source The data on the number of high school graduates who complete the College Tech Prep requirements will be gathered from the North Carolina Department of Public Instruction. The number and percentage of those students who enroll in a community college the year following graduation will be determined from the curriculum registration files submitted by the colleges to the System Office.

Performance Target A performance target for this measure has not been established. As the data are accurately collected and analyzed, a target level will be determined.

Results The North Carolina Department of Public Instruction (NCDPI) has had limited success in identifying the number of graduates who successfully completed the College Tech Prep program. Some high school data are being submitted with the students' intended course of study identified. The best high school data are those graduation records with the post course of study identified. However, not all high school records are being received this way to date.

In 2000-2001, 16.4 percent of the 2000 high school graduates who enrolled in a community college had successfully completed the requirement of the College Tech Prep course of study; a 1.91 percent decrease, which might be contributed to problems in submission of transcripts. The ABCs of public education, as specified in the high school accountability model, require year-to-year comparison of percentages of students completing the college tech prep course of study.

NUMBER OF 2000 HIGH SCHOOL GRADUATES WHO SUCCESSFULLY COMPLETED TECH PREP AND ENROLLED IN A COMMUNITY COLLEGE IN 2000-2001

COLLEGE	TOTAL FTE	2000 HIGH SCHOOL GRADUATES ENROLLED	TECH PREPS ENROLLED	PERCENTAGE
Alamance CC	2,613	382	45	11.78%
Asheville-Buncombe TCC	4,529	474	134	28.27%
Beaufort County CC	1,662	141	19	13.48%
Bladen CC	1,008	90	17	18.89%
Blue Ridge CC	2,020	185	38	20.54%
Brunswick CC	1,106	106	17	16.04%
Caldwell CC & TI	3,101	314	0	0.00%
Cape Fear CC	4,952	435	36	8.28%
Carteret CC	1,513	134	22	16.42%
Catawba Valley CC	3,393	390	101	25.90%
Central Carolina CC	4,442	249	53	21.29%
Central Piedmont CC	10,950	1,162	33	2.84%
Cleveland CC	1,895	127	20	15.75%
Coastal Carolina CC	3,992	344	72	20.93%
College of The Albemarle	2,015	300	52	17.33%
Craven CC	2,206	183	18	9.84%
Davidson County CC	2,600	262	39	14.89%
Durham TCC	3,544	352	23	6.53%
Edgecombe CC	1,893	104	38	36.54%
Fayetteville TCC	8,248	483	42	8.70%
Forsyth TCC	5,152	533	86	16.14%
Gaston College	3,623	468	84	17.95%
Guilford TCC	6,996	620	115	18.55%
Halifax CC	1,430	119	25	21.01%
Haywood CC	1,549	110	25	22.73%
Isothermal CC	1,962	155	12	7.74%
James Sprunt CC	1,244	93	24	25.81%
Johnston CC	2,992	178	42	23.60%
Lenoir CC	2,474	179	50	27.93%
Martin CC	923	63	20	31.75%
Mayland CC	1,211	105	38	36.19%
McDowell TCC	1,158	97	9	9.28%
Mitchell CC	1,870	221	27	12.22%
Montgomery CC	662	59	8	13.56%
Nash CC	2,066	224	70	31.25%
Pamlico CC	416	21	3	14.29%
Piedmont CC	1,770	87	24	27.59%
Pitt CC	4,463	1,299	129	9.93%
Randolph CC	2,042	211	36	17.06%
Richmond CC	1,830	115	46	40.00%
Roanoke-Chowan CC	942	92	1	1.09%
Robeson CC	2,794	92	24	26.09%
Rockingham CC	1,904	295	94	31.86%
Rowan-Cabarrus CC	3,742	439	88	20.05%
Sampson CC	1,426	123	34	27.64%
Sandhills CC	3,195	350	124	35.43%
South Piedmont CC	1,652	211	0	0.00%
Southeastern CC	2,242	153	34	22.22%
Southwestern CC	1,977	132	15	11.36%
Stanly CC	1,516	158	37	23.42%
Surry CC	2,908	393	105	26.72%
Tri-County CC	1,104	97	29	29.90%
Vance-Granville CC	3,630	256	57	22.27%
Wake TCC	8,550	660	2	0.30%
Wayne CC	3,149	388	112	28.87%
Western Piedmont CC	2,380	186	25	13.44%
Wilkes CC	2,370	246	56	22.76%
Wilson TCC	1,757	112	23	20.54%
System Totals	160,747	15,557	2,552	16.40%

BEST COPY AVAILABLE

WORKFORCE DEVELOPMENT MEASURE D: ***Number of Employers and Trainees Served by NEIT, FIT, Small Business Centers, and Customized Training***

Description/Definition The number of employers and individuals served by categorical programs created specifically to address employers needs. This measure is designed to provide information on specific activities of community colleges that promote the economic development of the state.

Methodology and Data Source Information on the number of trainees, projects, businesses, and individuals served through these categorical programs are collected annually by the Economic and Workforce Development Division of the North Carolina Community College System Office.

Performance Target These programs were designed to provide specialized services and were not intended to be "numbers driven." Fluctuations in numbers from year to year reflect various factors such as funding availability, scope of the projects funded, and local demand.

Results The number of trainees in FIT and Small Business Centers increased 10 percent over last year's figure, and the one in NEIT increased almost 20 percent. The data demonstrate that these programs continue to provide a valuable service to a large number of industries and individuals in the state.

NEW & EXPANDING INDUSTRY TRAINEES & PROJECTS

YEAR	TRAINEES	PROJECTS
1996-97	25,076	184
1997-98	22,985	201
1998-99	19,960	193
1999-00	20,256	197
2000-01	24,068	203

FOCUSED INDUSTRIAL TRAINING: TRAINEES & INDUSTRIES SERVED*

YEAR	TRAINEES	INDUSTRIES
1996-97	8,943	711
1997-98	8,939	576
1998-99	14,256	666
1999-00	12,186	705
2000-01	13,404	630

*Includes the apprenticeship program.

SMALL BUSINESS CLIENTS SERVED

YEAR	# OF CENTERS	PARTICIPANTS	COUNSEL	REFERRAL	EXT./CURR. COURSE PARTICIPANT
1996-97	58	41,408	10,679	5,353	20,416
1997-98	58	47,696	12,081	6,815	24,707
1998-99	58	47,256	4,310	10,092	19,599
1999-00	59	43,191	5,139	4,060	19,839
2000-01	59	47,507	5,462	7,130	16,228

CRITICAL SUCCESS FACTOR III: DIVERSE POPULATIONS LEARNING NEEDS

At the core of the Community College System's mission is its open door policy. Community colleges, in the words of founding father Dallas Herring, "take people from where they are to where they want to be." The special mission of the community colleges is to serve those who did not have opportunities to learn or who missed out on those opportunities, and to serve people who have special problems to overcome. Thus, there is an emphasis on reaching out to the under-served: dropouts, handicapped, economically or educationally disadvantaged and other groups who are not traditionally included in higher education.

There are many issues facing community colleges today, but perhaps none strike at the core of our mission as hard as does the reality of limited resources in this time of economic uncertainty. How long can the "open door" remain open when personnel, services, and facilities are strained to their limits? As the demands on community colleges continue to rise without a corresponding increase in resources, the "open door" that is the path to opportunity for so many closes just a bit more.

The state needs to raise the productivity of its citizens, and these are times in which people have a harder time being self-sufficient and raising families unless they have an education. Providing access to education, a constitutional duty of the state, is increasingly important to individuals and society. A successful community college system will reach out to under-served groups.

The measures identified as indicators of the System's success in meeting the learning needs of diverse populations are:

A. Number and Percentage of Dropouts Annually Served by Basic Skills Programs

B. Number of GEDs and AHSDs Awarded Compared to the Number of Dropouts Statewide

C. Percentage of Basic Skills Students and Recent High School Graduates Enrolling in a Community College

D. Unduplicated Headcount in English as a Second Language (ESL)

E. Number of Under-Represented Students Enrolled Per Category

F. Percentage of Students Receiving Financial Aid and Amount of Aid Compared With Cost of Attendance

G. Percentage of Population of Service Area Enrolled

DIVERSE POPULATIONS LEARNING NEEDS MEASURE A: ***Number and Percentage of Dropouts Annually Served by Basic Skills Programs***

Description/Definition The number and percentage of high school dropouts who enroll in a basic skills program at a community college. Basic skills programs include Adult Basic Education, Adult High School, General Educational Development (GED), Compensatory Education, and English as a Second Language.

Methodology and Data Source Data on last year of high school attendance and number of years of high school completed are gathered at the time a student registers for classes. The last year of high school attendance data is matched against initial enrollment year to determine the number of students who enroll in a community college basic skills program within one year of dropping out of high school.

Performance Target No performance target level has been established for this measure.

Results In 2000-2001, community colleges enrolled 13,018 high school dropouts who dropped out of school during 2000-01; a 13.6 percent increase in enrollment for the academic year 2000-01. This "safety net" feature continues to be an important role played by community colleges.

NUMBER OF RECENT HIGH SCHOOL DROPOUTS WHO ENROLLED IN A BASIC SKILLS PROGRAM

YEAR DROPPED OUT OF HIGH SCHOOL	YEAR ENROLLED IN A COMMUNITY COLLEGE	NUMBER ENROLLED
1/198-6/30/99	1998-99	14,516*
1/1/99-6/30/00	1999-00	11,456*
1/1/00-6/30/01	2000-01	13,018

*Revised data based on new information.

NUMBER OF HIGH SCHOOL DROPOUTS WHO ENROLLED
IN A BASIC SKILLS PROGRAM AT A COMMUNITY COLLEGE DURING 2000-2001

COLLEGE	TOTAL FTE	NUMBER ENROLLED
Alamance CC	2,613	204
Asheville-Buncombe TCC	4,529	411
Beaufort County CC	1,662	97
Bladen CC	1,008	103
Blue Ridge CC	2,020	284
Brunswick CC	1,106	123
Caldwell CC & TI	3,101	187
Cape Fear CC	4,952	252
Carteret CC	1,513	130
Catawba Valley CC	3,393	208
Central Carolina CC	4,442	474
Central Piedmont CC	10,950	838
Cleveland CC	1,895	97
Coastal Carolina CC	3,992	787
College of The Albemarle	2,015	428
Craven CC	2,206	141
Davidson County CC	2,600	268
Durham TCC	3,544	145
Edgecombe CC	1,893	175
Fayetteville TCC	8,248	394
Forsyth TCC	5,152	486
Gaston College	3,623	189
Guilford TCC	6,996	56
Halifax CC	1,430	130
Haywood CC	1,549	85
Isothermal CC	1,962	151
James Sprunt CC	1,244	106
Johnston CC	2,992	140
Lenoir CC	2,474	231
Martin CC	923	126
Mayland CC	1,211	85
McDowell TCC	1,158	105
Mitchell CC	1,870	180
Montgomery CC	662	43
Nash CC	2,066	147
Pamlico CC	416	18
Piedmont CC	1,770	124
Pitt CC	4,463	359
Randolph CC	2,042	232
Richmond CC	1,830	326
Roanoke-Chowan CC	942	76
Robeson CC	2,794	267
Rockingham CC	1,904	115
Rowan-Cabarrus CC	3,742	358
Sampson CC	1,426	101
Sandhills CC	3,195	303
South Piedmont CC	1,652	244
Southeastern CC	2,242	137
Southwestern CC	1,977	401
Stanly CC	1,516	135
Surry CC	2,903	147
Tri-County CC	1,104	58
Vance-Granville CC	3,630	593
Wake TCC	8,550	66
Wayne CC	3,149	375
Western Piedmont CC	2,380	259
Wilkes CC	2,370	131
Wilson TCC	1,757	187
System Totals	160,747	13,018

BEST COPY AVAILABLE

DIVERSE POPULATIONS LEARNING NEEDS MEASURE B: ***Number of GEDs and AHSDs Awarded Compared to the Number of Dropouts Statewide***

Description/Definition Number of GEDs and Adult High School Diplomas (AHSDs) awarded by community colleges annually compared to the number of public school dropouts. This measure serves as an indicator of the degree to which community colleges reduce the total pool of people in North Carolina with less than a high school education.

Methodology and Data Source Data on the number of GEDs and AHSDs awarded are gathered and reported annually by the North Carolina Community College System Office. Data on the number of dropouts is provided by the North Carolina Department of Public Instruction.

Performance Target By 2001, an increase by 10 percent the number of individuals enrolled in the GED and AHSD programs that complete the program has been set.

Results Number of GEDs and AHSDs awarded in 2000-01 is 19,312, which is a 10.6 percent increase from the previous year. Therefore the performance target was achieved.

NUMBER OF GEDs AND AHSDs AWARDED COMPARED TO THE NUMBER OF DROPOUTS STATEWIDE

YEAR	NEW DROPOUTS ADDED TO DROPOUT POOL	GED/AHS DIPLOMAS AWARDED	INCREASE IN DROPOUT POOL
1996-97	18,235	17,144	1,091
1997-98	18,501	17,758	743
1998-99	24,356*	17,697	6,659
1999-00	23,597	17,455	6,142
2000-01	21,368	19,312	2,056

* Increased number of dropouts reflects the public schools no longer coding students who dropout of high school and enter a community college as transfers. Beginning in 1998-99 these students were coded as dropouts.

NUMBER OF GEDs/AHSDs AWARDED, 2000-2001

COLLEGE	TOTAL FTE	AHS	GED
Alamance CC	2,613	31	341
Asheville-Buncombe TCC	4,529	9	567
Beaufort County CC	1,662		124
Bladen CC	1,008	20	130
Blue Ridge CC	2,020	22	358
Brunswick CC	1,106	16	130
Caldwell CC & TI	3,101	42	346
Cape Fear CC	4,952	91	336
Carteret CC	1,513	47	156
Catawba Valley CC	3,393		388
Central Carolina CC	4,442	170	433
Central Piedmont CC	10,950	209	715
Cleveland CC	1,895	66	79
Coastal Carolina CC	3,992	55	339
College of The Albemarle	2,015	75	381
Craven CC	2,206	14	172
Davidson County CC	2,600	51	247
Durham TCC	3,544	75	153
Edgecombe CC	1,893	14	277
Fayetteville TCC	8,248	58	278
Forsyth TCC	5,152	109	655
Gaston College	3,623	95	508
Guilford TCC	6,996	187	531
Halifax CC	1,430		155
Haywood CC	1,549		100
Isothermal CC	1,962	75	193
James Sprunt CC	1,244	11	114
Johnston CC	2,992	51	90
Lenoir CC	2,474	38	251
Martin CC	923	12	100
Mayland CC	1,211		299
McDowell TCC	1,158		193
Mitchell CC	1,870		375
Montgomery CC	662	2	43
Nash CC	2,066	35	256
Pamlico CC	416		86
Piedmont CC	1,770		178
Pitt CC	4,463	51	231
Randolph CC	2,042	45	351
Richmond CC	1,830	21	343
Roanoke-Chowan CC	942		150
Robeson CC	2,794	127	95
Rockingham CC	1,904		176
Rowan Cabarrus CC	3,742	45	343
Sampson CC	1,426		281
Sandhills CC	3,195	27	355
South Piedmont CC	1,652	71	242
Southeastern CC	2,242	18	178
Southwestern CC	1,977	10	423
Stanly CC	1,516	74	190
Surry CC	2,903		106
Tri-County CC	1,104		106
Vance-Granville CC	3,630	196	695
Wake TCC	8,550	69	762
Wayne CC	3,149	71	277
Western Piedmont CC	2,380	31	528
Wilkes CC	2,370	83	159
Wilson TCC	1,757	66	112
State Office			157
System Total	160,747	2,683	16,629

• College does not offer the AHS program.

BEST COPY AVAILABLE

DIVERSE POPULATIONS LEARNING NEEDS MEASURE C: ***Percentage of Basic Skills Students and Recent High School Graduates Enrolling in a Community College***

Description/Definition Number and percentage of basic skills students and recent high school graduates who enroll in a community college. The measure is designed to determine the number and percentage that move directly from basic skills programs or high school into a community college curriculum or occupational extension program. The tracking of basic skills students into curriculum or occupational extension is important for determining the success of community colleges in encouraging students to get the necessary skills for today's marketplace.

Methodology and Data Source The number and percentage of recent high school graduates enrolling in a community college is reported annually by the Information Services Section of the North Carolina Community College System Office. The number and percentage of basic skills students enrolling in a curriculum or occupational extension course are determined by tracking basic skills students from one year to the next utilizing the registration files submitted by the colleges. This analysis is done by the Planning and Research Section in the North Carolina Community College System Office.

Performance Target By 2001, increase the percentage of each target group that enroll in a community college by 10 percent.

Results Number of basic skills students enrolling in curriculum or occupational extension courses increased by 1.1 percent, from 14,069 in 1999-2000 to 14,229 in 2000-01. The enrollment of the 2000 high school graduates in community colleges (16,118) represented a 4.6 percent decline from the previous year's enrollment. Thus the performance target of 10 percent increase was not met.

TRANSITION OF BASIC SKILLS STUDENTS AND HIGH SCHOOL GRADUATES TO OCCUPATIONAL EXTENSION AND CURRICULUM PROGRAMS

	BASIC SKILLS STUDENTS		HIGH SCHOOL GRADUATES	
YEAR ENROLLED	NUMBER	PERCENT INCREASE	NUMBER	PERCENT INCREASE
1998-99	12,740		16,811	
1999-00	14,069	10.4%	16,898	0.5%
2000-01	14,229	1.1%	16,118	-4.6%

DIVERSE POPULATIONS LEARNING NEEDS MEASURE D: ***Unduplicated Headcount in English as a Second Language***

Description/Definition The number of individuals enrolled in English as a Second Language (ESL) programs in North Carolina Community Colleges.

Methodology and Data Source Enrollment data on English as a Second Language are collected and reported annually by the North Carolina Community College System Office. The source of the data is the Literacy Education Information System (LEIS).

Performance Target By 2001, increase the enrollment in English as a Second Language programs by 10 percent.

Results The total number of students served by this program increased by 13 percent from 1999-2000 to 2000-01 reflecting the high demand for the program. Thus the performance target was achieved.

UNDUPLICATED HEADCOUNT ENROLLMENT IN ENGLISH AS A SECOND LANGUAGE (ESL) NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

YEAR	UNDUPLICATED ENROLLMENT	% INCREASE
1996-97	24,115	19.3
1997-98	26,053	8.0
1998-99	30,469	27.7
1999-00	35,696	17.2
2000-01	40,378	13.1

ENROLLMENT IN ENGLISH AS A SECOND LANGUAGE, 2000-2001
(UNDUPLICATED)

COLLEGE	TOTAL FTE	ENGLISH AS A SECOND LANGUAGE						TOTAL
		BEGINNING LITERACY	BEGINNING	INTERMEDIATE LOW	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED HIGH	
Alamance CC	2,613	412	422	119	9	63	1	1,026
Asheville-Buncombe TCC	4,529	800	206	82	20	36	24	1,168
Beaufort County CC	1,662	235	77	26	12	15	0	365
Bladen CC	1,008	8	90	15	0	2	0	115
Blue Ridge CC	2,020	70	134	42	22	21	4	293
Brunswick CC	1,106	1	67	5	3	2	0	78
Caldwell CC & TI	3,101	103	299	80	29	32	4	547
Cape Fear CC	4,952	100	584	150	20	73	10	937
Carteret CC	1,513	9	31	11	2	5	1	59
Catawba Valley CC	3,393	567	741	329	130	114	26	1,907
Central Carolina CC	4,442	202	1,779	146	29	50	7	2,213
Central Piedmont CC	10,950	9	2,600	1,213	328	194	54	4,398
Cleveland CC	1,895	13	30	5	3	0	2	53
Coastal Carolina CC	3,992	102	123	13	9	9	6	262
College of The Albemarle	2,015	105	92	18	10	7	3	235
Craven CC	2,206	125	138	12		2	0	277
Davidson County CC	2,600	92	350	148	37	27	3	657
Durham TCC	3,544	286	1421	449	6	305	12	2,479
Edgecombe CC	1,893	58	74	19	5	4	1	161
Fayetteville TCC	8,248	49	310	259	107	171	7	903
Forsyth TCC	5,152	1,071	880	317	110	165	22	2,565
Gaston College	3,623	157	217	90	30	25	4	523
Guilford TCC	6,996	1,009	1,274	441	103	210	30	3,067
Halifax CC	1,430	12	14	0	0	0	0	26
Haywood CC	1,549	13	98	27	5	12	0	155
Isothermal CC	1,962	103	144	26	9	12	0	294
James Sprunt CC	1,244	0	147	8	2	3	0	160
Johnston CC	2,992	1	706	20	1	0	0	728
Lenoir CC	2,474	216	79	31	10	5	1	342
Martin CC	923	7	102	1	1	1	0	112
Mayland CC	1,211	51	46	18	11	13	3	142
McDowell TCC	1,158	92	79	29	6	13	2	221
Mitchell CC	1,870	76	208	59	19	28	8	398
Montgomery CC	662	1	185	4	0	18	0	208
Nash CC	2,066	11	180	2	0	0	0	193
Pamlico CC	416	18	11	10	3	0	1	43
Piedmont CC	1,770	52	39	28	10	12	1	142
Pitt CC	4,463	7	359	36	6	6	0	414
Randolph CC	2,042	93	390	162	31	58	2	736
Richmond CC	1,830	56	101	26	6	7	2	198
Roanoke-Chowan CC	942	45	12	0	0	0	0	57
Robeson CC	2,794	45	10	9	2	5	0	71
Rockingham CC	1,904	33	91	51	11	6	0	192
Rowan-Cabarrus CC	3,742	512	719	246	88	62	4	1,631
Sampson CC	1,426	238	36	17	2	5	0	298
Sandhills CC	3,195	133	197	49	15	22	0	416
South Piedmont CC	1,652	201	282	55	36	15	6	595
Southeastern CC	2,242	24	34	5	10	0	0	73
Southwestern CC	1,977	6	72	25	5	12	2	122
Stanly CC	1,516	12	74	26	18	9	4	143
Surry CC	2,903	205	362	53	2	11	3	636
Tri-County CC	1,104	52	10	9	2	1	0	74
Vance-Granville CC	3,630	284	182	28	14	10	15	533
Wake TCC	8,550	1,292	1,491	714	490	844	49	4,880
Wayne CC	3,149	44	390	15	5	7	5	466
Western Piedmont CC	2,380	109	138	33	3	2	0	285
Wilkes CC	2,370	36	406	65	0	8	0	515
Wilson TCC	1,757	387	122	57	11	12	2	591
System Totals	160,747	10,050	19,455	5,933	1,858	2,751	331	40,378

BEST COPY AVAILABLE

DIVERSE POPULATIONS LEARNING NEEDS MEASURE E: ***Number of Under-Represented Students Enrolled Per Category***

Definition/Description This measure is intended to examine the enrollment of under-represented students in community college programs. Once categories of "under-represented" students are defined, data on enrollment trends for the categories can be developed.

Methodology and Data Source The source of the data for this measure is the curriculum and extension registration files maintained by the System Office. For 2000-01, enrollment of each ethnicity group per category was analyzed based on the Census 2000 data.

Performance Target By 2001, identify populations under-represented in community college programs and increase their enrollment by 10 percent.

Results Among other ethnic groups, Hispanics were the most under-represented in Associate, Certificate, Diploma, and Transitional in Curriculum and Occupational Extension programs in Continuing Education: 2.11%, 2.07%, 1.42%, 2.55%, and 1.86% respectively. On the other hand, Hispanics were over-represented in Basic Skills programs (24.70%), which was more than five times their ethnic representation in North Carolina's adult population. In Continuing Education, HRD programs, African Americans were slightly over-represented (38.07% compared to their ethnic representation of 19.87%), whereas "Other" ethnicity groups were slightly under-represented (0.44% to their ethnic composition of 0.82% of total adult population).

PERCENT ENROLLMENT OF EACH ETHNICITY GROUP PER CATEGORY

ETHNICITY GROUP	ASIAN	BLACK	HISPANIC	AMERICAN INDIAN	OTHER	WHITE
% of Adult Population	1.34%	19.87%	4.25%	1.1%	0.82%	72.61%
Curriculum						
Associate	1.91	24.98	**2.11***	1.55	1.59	67.85
Certificate	1.40	31.39	**2.07***	1.59	1.51	62.04
Diploma	1.09	30.87	**1.42***	1.50	1.03	64.10
Transitional	2.09	21.67	**2.55***	1.01	1.93	70.76
Continuing Ed						
Basic Skills	3.36	31.55	**24.70****	1.68	0.85	37.86
Occupational Extension	0.76	18.60	**1.86***	1.53	0.76	76.49
HRD	1.04	**38.07****	3.54	1.14	**0.44***	55.78

* Under-represented compared to representation of other ethnicity groups in the category.
** Over-represented compared to representation of other ethnicity groups in the category.

DIVERSE POPULATIONS LEARNING NEEDS MEASURE F: ***Percentage of Students Receiving Financial Aid and Amount of Aid Compared With Cost of Attendance***

Description/Definition The percentage of curriculum students enrolled in award granting programs who receive some type of financial aid and the average amount of that aid compared with the cost of attendance. For purposes of this measure, cost of attendance includes tuition and fees, books and supplies, and other expenses.

Methodology and Data Source Data on number of students receiving financial aid and the amount of the aid is collected and reported annually by the UNC-General Administration. The data are published in the Statistical Abstract of Higher Education in North Carolina. Beginning in 1999-00, data on the cost of attendance is reported by each college as part of the federal IPEDS data collection system. This information is downloaded from the IPEDS database and average cost of attendance for the System is calculated.

Performance Target No performance target level has been set for this measure.

Results The number of students receiving financial aid in 2000-01 increased by 8,492 (3.5% increase). At the same time, the average amount of aid received slightly increased by $182.

NUMBER AND PERCENT OF CURRICULUM STUDENTS RECEIVING FINANCIAL AID
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

YEAR	NUMBER OF CURRICULUM STUDENTS RECEIVING FINANCIAL AID*	PERCENT OF CURRICULUM STUDENTS RECEIVING FINANCIAL AID*	AVERAGE DOLLAR VALUE
1996-97	79,481	48.3%	$967
1997-98	77,301	51.6%	$1,229
1998-99	90,408	54.0%	$1,607
1999-00	83,454	47.9%	$1,513
2000-01	91,946	51.4%	$1,695

* Number and percent based on number of curriculum students enrolled in associate degree, diploma and certificate granting programs. Students enrolled in transitional programs (special credit, dual enrollment and Huskins Bill) are not eligible for financial aid.

DIVERSE POPULATIONS LEARNING NEEDS MEASURE G: ***Percentage of the Adult Population in Service Area Enrolled***

Description/Definition The percentage of the adult population in each college's service area enrolled in either curriculum or continuing education.

Methodology and Data Source Unduplicated headcount for each college is determined from the curriculum and continuing education registration data files. The service area population data are derived from population statistics available from the State Demographers office. The population data are for individuals 18 years or older.

Performance Target No performance target level has been set for this measure.

Results The percentage of adult population served slightly decreased from 12.9 percent in 1999-00 to 12.6 percent in 2000-01. Enrollment in 2000-01 increased by 14,535 (1.9%) over the 1999-00 enrollment figures. This reflects an increase in adult population in North Carolina.

PERCENT OF ADULT POPULATION IN SERVICE AREA ENROLLED PER COLLEGE (STATE AVERAGE)

YEAR	% OF SERVICE AREA POPULATION ENROLLED (SYSTEM AVE. PER COLLEGE)
1996-97	14.1
1997-98	12.6
1998-99	10.0
1999-00	12.9
2000-01	12.6

PERCENT OF ADULT POPULATION IN SERVICE AREA ENROLLED, 2000-2001

COLLEGE	TOTAL FTE	ANNUAL ENROLLMENT	SERVICE AREA 18 & UP	PERCENTAGE
Alamance CC	2,613	14,443	99,646	14.49%
Asheville-Buncombe TCC	4,529	24,356	176,664	13.79%
Beaufort County CC	1,662	7,240	52,441	13.81%
Bladen CC	1,008	5,248	24,330	21.57%
Blue Ridge CC	2,020	14,193	93,983	15.10%
Brunswick CC	1,106	7,095	57,634	12.31%
Caldwell CC & TI	3,101	14,233	95,005	14.98%
Cape Fear CC	4,952	23,871	158,270	15.08%
Carteret CC	1,513	6,868	47,086	14.59%
Catawba Valley CC	3,393	20,379	132,662	15.36%
Central Carolina CC	4,442	18,505	141,185	13.12%
Central Piedmont CC	10,950	62,882	521,205	12.06%
Cleveland CC	1,895	8,306	72,069	11.53%
Coastal Carolina CC	3,992	25,675	111,017	23.13%
College of The Albemarle	2,015	10,971	96,074	11.42%
Craven CC	2,206	11,728	68,940	17.01%
Davidson County CC	2,600	16,438	137,848	11.92%
Durham TCC	3,544	19,335	266,348	7.26%
Edgecombe CC	1,893	9,001	40,539	22.20%
Fayetteville TCC	8,248	36,294	218,361	16.62%
Forsyth TCC	5,152	27,801	266,606	10.43%
Gaston College	3,623	19,692	191,396	10.29%
Guilford TCC	6,996	29,930	321,209	9.32%
Halifax CC	1,430	7,654	74,354	10.29%
Haywood CC	1,549	7,823	42,810	18.27%
Isothermal CC	1,962	10,286	62,574	16.44%
James Sprunt CC	1,244	6,337	36,258	17.48%
Johnston CC	2,992	13,354	90,141	14.81%
Lenoir CC	2,474	13,481	66,467	20.28%
Martin CC	923	4,615	43,826	10.53%
Mayland CC	1,211	6,303	40,195	15.68%
McDowell TCC	1,158	10,204	32,533	31.37%
Mitchell CC	1,870	11,266	91,338	12.33%
Montgomery CC	662	3,573	20,142	17.74%
Nash CC	2,066	10,812	65,216	16.58%
Pamlico CC	416	1,831	10,208	17.94%
Piedmont CC	1,770	8,202	45,122	18.12%
Pitt CC	4,463	17,769	102,244	17.38%
Randolph CC	2,042	11,663	97,851	11.92%
Richmond CC	1,830	7,325	60,448	12.12%
Roanoke-Chowan CC	942	3,638	47,756	7.62%
Robeson CC	2,794	12,339	87,514	14.09%
Rockingham CC	1,904	10,937	70,453	15.52%
Rowan-Cabarrus CC	3,742	18,664	195,446	9.55%
Sampson CC	1,426	7,975	44,633	17.86%
Sandhills CC	3,195	14,045	81,843	17.16%
South Piedmont CC	1,652	9,033	107,820	8.38%
Southeastern CC	2,242	8,509	40,680	20.92%
Southwestern CC	1,977	7,890	60,390	13.07%
Stanly CC	1,516	6,353	43,579	14.58%
Surry CC	2,903	13,353	82,079	16.27%
Tri-County CC	1,104	4,767	32,684	14.59%
Vance-Granville CC	3,630	16,598	118,813	13.97%
Wake TCC	8,550	45,387	470,249	9.65%
Wayne CC	3,149	14,091	83,687	16.84%
Western Piedmont CC	2,380	14,197	67,776	20.95%
Wilkes CC	2,370	11,861	78,977	15.02%
Wilson TCC	1,757	10,531	54,947	19.17%
System Totals	160,747	772,280	6,141,571	12.57%

BEST COPY AVAILABLE

CRITICAL SUCCESS FACTOR IV: RESOURCES

For any institution, educational or industrial, there is a critical mass of resources necessary for the organization to perform at an optimal level. When resources fall below this critical mass level, or when increased demand outstrips available resources, performance declines and quality suffers. The level of resources can be thought of as an indicator of the health of an organization.

An examination of the colleges' resources will indicate the capability of the institutions in providing quality educational programs. Whereas resources alone do not guarantee that a quality education will be present, without the appropriate resources, a college cannot provide students with an adequate learning experience.

The measures selected as indicators of the health of the System and the colleges as determined by resources are:

A. Percentage of College Libraries Meeting ALA Standards

B. Total Dollar Amount of Budget Transfers Between Program Areas Made by Community Colleges

C. Average Nine-Month Faculty Salaries as a Percentage of the SREB Average

D. Retention Rate for Full-Time Faculty With Less Than Five Years Experience

E. Number of Faculty and Staff Participating in Professional Development Activities

F. Percentage of Facilities Meeting the "Satisfactory" Building Condition

G. Ratio of Occupational Extension FTE Dollar Allotment to Curriculum FTE Dollar Allotment

RESOURCES MEASURE A: ***Percentage of College Libraries Meeting the ALA Standards***

Description/Definition The percentage of colleges meeting the American Library Association standards for community, junior and technical colleges. Specifically, this measure looks at percentage meeting the standards for number of book titles, serial subscriptions, expenditure per FTE minus salaries, library staff, and square footage.

Methodology and Data Source The library data are collected through the North Carolina Higher Education Data System (NCHEDS) and the federal IPEDS data collection. The data are published in the Statistical Abstract of Higher Education in North Carolina, an annual publication of the UNC-General Administration. Data available from this publication are then compared with the standards set by the ALA to determine which colleges meet the standards. It should be noted that the ALA standards vary based on FTE of the college.

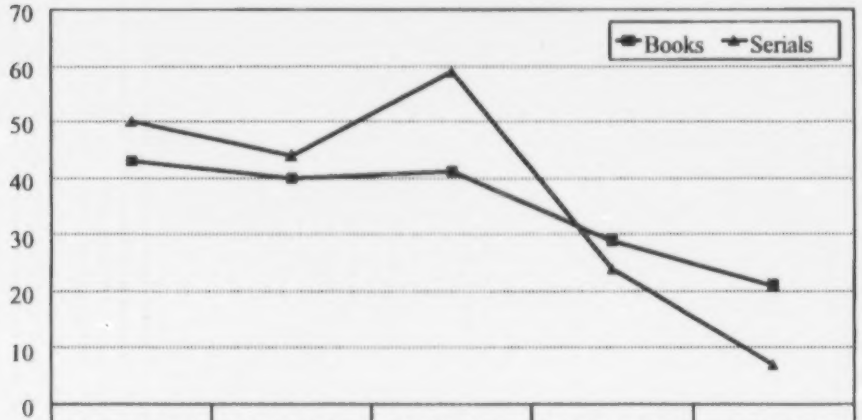
Performance Target No performance target level has been set for this measure.

Results The data indicate that less than half the colleges meet any of the ALA minimum standards, and they raise concern about conditions of the community college libraries in North Carolina. It should be noted, however, that the standards related to books, serials and square footage may not be as relevant with the expansion of online resources.

LEARNING RESOURCE CENTERS: COMPLIANCE WITH ACRL STANDARDS, 2000-01

MEASURE	BELOW STANDARD		MINIMUM LEVEL		EXCELLENT LEVEL	
	#	%	#	%	#	%
# of Books (Paper Volumes)	46	79	11	19	1	2
Serial Subscriptions	54	93	4	7	0	0
Expenditure Minus Salaries per FTE	57	98	1	2	0	0
Library Staff	55	95	3	5	0	0
Square Footage	58	100	0	0	0	0

Percentage of LRCs Meeting Standard



	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
Books	43	40	41	29	21
Serials	50	44	59	24	7

RESOURCES MEASURE B: ***Total Dollar Amount of Budget Transfers Between Program Areas Made by Community Colleges***

Description/Definition The purpose of this measure is to serve as an indicator of the effectiveness of the resource allocation model being used by the North Carolina Community College System. The measure is simply the total dollar amount of budget transfers across program areas made by the community colleges.

Methodology and Data Source The source of the data are the budget accounting records maintained by the Business and Finance Division of the North Carolina Community College System Office. The total dollar amount transferred is calculated by the Business and Finance Division by comparing the initial allocation of funds with final expenditures.

Performance Target No performance target was set for this measure.

Results In 2000-2001, a total of $1,946,067 were transferred between program areas by community colleges. This represents 0.62 percent of the total initial allocation.

RESOURCES MEASURE C: Average Nine-Month Faculty Salaries as a Percentage of the SREB Average

Description/Definition The nine-month average faculty salary for full-time curriculum faculty compared with the nine-month average faculty salary for full-time curriculum faculty at public, two-year institutions in the Southern Regional Education Board (SREB) states. To allow comparisons across states, a nine-month salary figure is calculated for full-time curriculum faculty; based on a computed nine-month salary.

Methodology and Data Source Source of the North Carolina community college faculty salaries is the fall staff data file submitted annually by each college. Total monthly salary for each full-time curriculum faculty is selected from the college data files. A nine-month salary for each full-time faculty is then calculated by multiplying the total monthly salary by 9. An average nine-month salary is then calculated for the college and the System. The SREB nine-month average salary is obtained from an annual publication titled SREB Data Exchange. The average nine-month faculty salaries are presented by state and an overall SREB average is calculated and presented.

This measure presents data on the ranking of North Carolina among the 16 SREB states in faculty salaries and calculates the percentage of North Carolina faculty salaries as a function of the SREB average nine-month faculty salary.

The median salary for selected staff positions compared with the median salary for the same positions as reported by a national survey of the College and University Personnel Association (CUPA) cannot be calculated due to the new employee classification for the NCCCS.

Performance Target By 2001, increase the average nine-month salaries of full-time curriculum faculty and staff to 83.3 percent of the SREB average to the SREB average.

Results Data show that progress has been made in closing the gap between North Carolina average nine-month salaries for full-time curriculum faculty and the SREB average nine-month salary. In 2000-01, the percent of the North Carolina average nine-month salary as a function of the SREB average salary increased 2.6 percent. The average nine-month salary of full-time curriculum faculty and staff was 87.9 percent of the SREB average. Thus the performance target was achieved.

AVERAGE 9-MONTH SALARY OF FULL-TIME CURRICULUM FACULTY AT TWO-YEAR PUBLIC INSTITUTIONS: A COMPARISON OF NORTH CAROLINA TO THE SREB AVERAGE, 1995-96 TO 2000-2001

ACADEMIC YEAR	NC 9-MONTH SREB AVERAGE	SREB AVERAGE	SREB RANK*	% of SREB AVERAGE
1996-97	$30,124	$37,163	15	87.1
1997-98	$32,206	$37,677	15	85.5
1998-99	$33,207	$38,777	14**	85.6
1999-00	$34,527	$40,476	16***	85.3
2000-01	$36,044	$41,008	14	87.9

*Ranking of 15 Southern Regional Education Board (SREB) states.

**Kentucky did not report data in 1998-99; ranking is based on 14 states.

***Delaware recently became the 16th state to join SREB.

RESOURCES MEASURE D: ***Retention Rate for Full-Time Faculty With Less Than Five Years of Experience***

Definition/Description The number and percentage of full-time faculty with less than five years of experience who are retained the following year.

Methodology and Data Source The source of data for this measure is the fall staff data file submitted annually by each college. A subset of the data file is created which contains data on all full-time faculty with less than five years experience. This data file is then compared with the fall staff data file for the following year to determine the number and percentage of full-time faculty with less than five years of experience that are retained.

Performance Target By 2001, increase by 5 percent the year-to-year retention of full-time faculty with less than five years of experience.

Results The rate of retention of faculty increased from 91.3 percent in 1999-2000 to 99.3 percent in 2000-2001. Thus the performance target, increase by 5 percent the year-to-year retention of full-time faculty with less than five years of experience was achieved.

RETENTION RATE FOR FULL-TIME FACULTY WITH LESS THAN FIVE YEARS EXPERIENCE

YEAR	TOTAL NUMBER OF FACULTY WITH LESS THAN FIVE YEARS EXPERIENCE	NUMBER WHO ARE RETAINED	PERCENT RETAINED
1999-2000	1,243	1,120	90.1
2000-2001	1,545	1,534	99.3

RESOURCES MEASURE E: ***Number of Faculty and Staff Participating in Professional Development Activities***

Definition/Description The number of faculty and staff who participate in TIER A funded professional development activities.

Methodology and Data Source The data are collected annually by the Academic and Student Services Division of the North Carolina Community College System Office. The data are submitted annually by the colleges to the System Office as a requirement for receiving TIER A professional development funds.

Performance Target By 2001, increase by 10 percent the participation of faculty and staff in professional development programs.

Results In 2000-2001, 5,073 faculty and staff participated in TIER A sponsored professional development activities, which is a 40.5 percent increase over last year's figure. Thus the performance target was achieved.

NUMBER OF FACULTY AND STAFF PARTICIPATING
IN TIER A PROFESSIONAL DEVELOPMENT 2000-2001

COLLEGE	TOTAL FTE	NUMBER OF FACULTY &
Alamance CC	2,613	153
Asheville-Buncombe TCC	4,529	50
Beaufort County CC	1,662	15
Bladen CC	1,008	51
Blue Ridge CC	2,020	43
Brunswick CC	1,106	32
Caldwell CC & TI	3,101	26
Cape Fear CC	4,952	208
Carteret CC	1,513	53
Catawba Valley CC	3,393	96
Central Carolina CC	4,442	94
Central Piedmont CC	10,950	51
Cleveland CC	1,895	21
Coastal Carolina CC	3,992	85
College of The Albemarle	2,015	23
Craven CC	2,206	37
Davidson County CC	2,600	53
Durham TCC	3,544	126
Edgecombe CC	1,893	41
Fayetteville TCC	8,248	216
Forsyth TCC	5,152	139
Gaston College	3,623	168
Guilford TCC	6,996	261
Halifax CC	1,430	10
Haywood CC	1,549	21
Isothermal CC	1,962	40
James Sprunt CC	1,244	96
Johnston CC	2,992	55
Lenoir CC	2,474	34
Martin CC	923	33
Mayland CC	1,211	35
McDowell TCC	1,158	291
Mitchell CC	1,870	443
Montgomery CC	662	51
Nash CC	2,066	18
Pamlico CC	416	14
Piedmont CC	1,770	28
Pitt CC	4,463	68
Randolph CC	2,042	198
Richmond CC	1,830	32
Roanoke-Chowan CC	942	42
Robeson CC	2,794	62
Rockingham CC	1,904	73
Rowan-Cabarrus CC	3,742	80
Sampson CC	1,426	28
Sandhills CC	3,195	33
South Piedmont CC	1,652	372
Southeastern CC	2,242	44
Southwestern CC	1,977	16
Stanly CC	1,516	313
Surry CC	2,903	94
Tri-County CC	1,104	24
Vance-Granville CC	3,630	59
Wake TCC	8,550	54
Wayne CC	3,149	55
Western Piedmont CC	2,380	101
Wilkes CC	2,370	53
Wilson TCC	1,757	61
System Totals	160,747	5,073

BEST COPY AVAILABLE

RESOURCES MEASURE F: ***Percentage of Facilities Meeting the "Satisfactory" Building Condition***

Definition/Description The percentage of community college facilities that meet "satisfactory" building conditions as measured in the Annual Facilities Inventory and Utilization Study. "Satisfactory" is defined as the facility is suitable for continued use with normal maintenance.

Methodology and Data Source Data are collected from the colleges and analyzed annually by the Higher Education Facilities Commission housed at UNC-General Administration. The rating of facilities as "satisfactory" is done by the individual colleges. The measure is the percentage of all facilities that meet the satisfactory building condition.

Performance Target By 2001, improve by 10 percent the statewide percentage of facilities meeting "satisfactory" building conditions, as measured in the Annual Facilities Inventory and Utilization Study.

Results In 2000-2001, 89.5 percent of statewide facilities met the "satisfactory" building conditions.

RESOURCES MEASURE G: ***Ratio of Occupational Extension FTE Dollar Allotment to Curriculum FTE Dollar Allotment***

Description/Definition The ratio of dollars allocated per occupational extension FTE to dollars allocated per curriculum FTE generated by community colleges.

Methodology and Data Source The source of the data is the Business and Finance Division of the North Carolina Community College System Office. The measure is simply a ratio comparing the dollar value of an occupational extension FTE to the dollar value of a curriculum FTE.

Performance Target By 2000, increase the funding level of occupational extension offerings to that of curriculum programs.

Results In 2000-2001, the ratio of the occupational extension FTE dollar allotment to the curriculum FTE dollar allotment was 1 to 1.12 (1:1.12), meaning that for every dollar generated by an occupational extension FTE, $1.12 was generated by a curriculum FTE.

CRITICAL SUCCESS FACTOR V: TECHNOLOGY

The application of technology to education represents a critical factor in the success of community colleges meeting the education and training needs of the citizens of North Carolina. Whether it is to meet the demands of employers for workers with the latest high-tech skills or to meet the growing demand for education and training from people throughout the state, the community colleges must continue to integrate technology into the way programs are delivered and upgrade faculty on the uses of the new technology.

In order to meet the challenges of the technological challenges of the future, the community college system must focus on three areas. First, the technological infrastructure that supports the delivery of instruction must be fully developed. Second, faculty must be trained in the use of the new technologies. Third, courses and programs that can be delivered by way of these new technologies must be developed and made available.

The measures comprising the critical success factor of technology are:

A. Number of Colleges Participating in the NC Virtual Learning Community

B. Number of Colleges Connected to the North Carolina Information Highway

C. Number of Colleges possessing the FCC License for Wireless Cable Systems

D. Number of Courses and Programs Offered via Telecourse, wireless Cable Systems, the Internet, Two-Way Video, etc.

E. Number of Courses Offered Through the NC Virtual Learning Community

F. Enrollment in Courses Offered Through the NC Virtual Learning Community

83

TECHNOLOGY MEASURE A: ***Number of Colleges Participating in the NC Virtual Learning Community***

Description/Definition The North Carolina Virtual Learning Community is a consortium of community colleges sharing in the development and delivery of courseware via the Internet. This measure is a simple count of the number of community colleges participating in the virtual learning community.

Methodology and Data Source Data on courses offered through the virtual learning community and number of colleges participating will be collected by the North Carolina Community College System Office.

Performance Target By September 2000 begin delivery of instruction through the NC Virtual Learning Community.

Results All 58 community colleges joined the virtual learning community in 1998. The performance target was achieved by offering 61 courses through NC Virtual Learning Community in 2000-2001.

TECHNOLOGY MEASURE B: ***Number of Colleges Connected to the North Carolina Information Highway***

Description/Definition One objective of the 1999-2001 Strategic Plan is to increase by 10 percent the number of education and training opportunities available through alternate delivery systems. This measure provides information on the number of community colleges connected to the North Carolina Information Highway.

Methodology and Data Source Data on the number of colleges connected to the North Carolina Information Highway are maintained by the Administration Division of the North Carolina Community College System Office.

Performance Target No performance target level has been set for this measure.

Results In 2000-2001, 39 colleges plus the System Office were connected to the North Carolina Information Highway. A total of 50 different sites were connected with some colleges supporting multiple sites.

TECHNOLOGY MEASURE C: ***Number of Colleges Possessing the FCC License for Wireless Cable Systems***

Description/Definition Community colleges have applied to the FCC for wireless cable or ITFS licenses. This measure is a count of the number of colleges that have been granted a license for wireless cable systems. The measure supports the objective in the 1999-2001 Strategic Plan to increase by 10 percent the number of education and training opportunities available through alternate delivery systems.

Methodology and Data Source The Administration Division of the North Carolina Community College System Office maintains data on the number of colleges who have been granted a wireless cable systems license.

Performance Target No performance target level has been set for this measure.

Results In 2000-2001, 22 colleges had been granted licenses for wireless cable systems. Their applications are in the process of being amended to the digital, broadband connectivity to the Internet. And 14 colleges had their applications pending; they are also amending their applications to show the new utilization.

TECHNOLOGY MEASURE D: ***Number of Courses and Programs Offered via Telecourse, Wireless Cable, the Internet, Two-Way Video, etc.***

Description/Definition Number of courses and programs offered and enrollment in courses and programs offered through telecourses, wireless cable, the Internet, two-way video, and other alternate delivery systems. The measure supports the objective in the 1999-2001 Strategic Plan to increase by 10 percent the number of education and training opportunities available through alternate delivery systems.

Methodology and Data Source Data on number of courses/programs offered and enrollment in those programs and courses is maintained by the Academic and Student Services Division of the North Carolina Community College System Office as part of the evaluation of distance learning activities. The data available for 1998-99 were gathered through a survey of community colleges by the Distance Learning Section of the System Office.

Performance Target By 2001, an increase by 10 percent the number of education and training opportunities available through alternate delivery systems.

Results In 2000-2001, 673 curriculum courses were offered through these alternate delivery systems. Enrollment in the courses totaled 54,942 students, which was 24 percent increase from last year. Thus the performance target was achieved. The table below gives the enrollment by method of delivery.

ENROLLMENT IN DISTANCE LEARNING COURSES, 2000-2001
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

DELIVERY MODE	ENROLLMENT
Telecourses	16,013
Internet Courses	29,535
Two-Way Video Courses (NC Information Highway)	6,583
Tele-Web Courses (Telecourse + Internet)	920
Other Courses	1,891

87

TECHNOLOGY MEASURE E: ***Number of Courses Offered Through the NC Virtual Learning Community***

Description/Definition The number of courses offered through the NC Virtual Learning Community. These are courses that have been developed by and accepted for use in the NC Virtual Learning Community.

Methodology and Data Source The Academic and Student Services Division of the North Carolina Community College System Office maintains data on the courses offered through the NC Virtual Learning Community.

Performance Target By September 2000, begin delivery of instruction through the NC Virtual Learning Community. No specific performance target level for number of courses offered has been set.

Results In 2000-2001, 61 courses were available through the NC Virtual Learning Community, and 101 courses will be ready by June 30, 2002.

TECHNOLOGY MEASURE F: ***Enrollment in Courses Offered Through the NC Virtual Learning Community***

Description/Definition The enrollment in courses offered through the NC Virtual Learning Community.

Methodology and Data Source The Academic and Student Services Division of the North Carolina Community College System Office maintains data on the courses offered through the NC Virtual Learning Community.

Performance Target No specific performance target level for enrollment in courses offered has been set.

Results The enrollment data is not available for the academic year 2000-2001.

Published July 2002
North Carolina Community College System
WWW URL http://www.ncccs.cc.nc.us

Equal Opportunity Employer

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").